

THE INFLUENCE OF THE GAMIFICATION APPROACH ON THE ORAL  
PRODUCTION OF 6<sup>th</sup> GRADERS AT A PRIVATE INSTITUTION

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## **DEDICATION**

I want to dedicate this project to my family, especially to my parents Jairo Antonio Montoya and Melida Baracaldo who have supported me during my whole life emotionally, academically and economically speaking. Also, this achievement goes to my brothers, especially to my oldest brother Juan Carlos Montoya, who motivated me to start the Master`s program and supported me during the hardest times of this academic process. I also want to thank my boss Milnert Munoz Guzman who gave me the time to be focused on the Masters in spite of affecting my job during these three years.

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## Abstract.

This paper reports a study that examined and analyzed the impact of gamification practices on the development and improvement of oral production skills. It suggests that students can speak better when being exposed to gamified environments in the EFL classes, fostering affective aspects such as speaking confidence and motivation towards their foreign language learning process. This research, whose participants were sixth graders, was conducted at a private school certified as *Colegio Bilingue Nacional*. A qualitative approach and an action research method were adopted to identify the hindrances in the English class and solved through the development of some stages that included planning, acting, observing and reflecting. The instruments used to collect data were an external observer checklist, a students' survey and a teacher's journal. In addition, a pre and post-test were applied to ratify the results obtained in both diagnostic and action stages in terms of language oral production. The results obtained in this research were: (1) Gamification fosters students' English fluency in class. (2) Gamification promotes oral interaction, collaborative learning and peer feedback. (3) Gamification promotes the use of communication strategies as tools for accomplishing games' objectives. (4) Gamification lowers students' affective filter, speaking anxiety and increases their motivation towards oral production. (5) gamified classes shape students' identity within language production. It can also be concluded that even though gamification improved students' oral production, it did not have a significant impact on structural aspects of the language such as accuracy.

**Key Words:** Communication Strategies, Gamification, Interaction, Motivation, Speaking

## INTRODUCTION

Foreign language teaching and learning in Colombia have been developed over time. Colombian Ministry of Education has coined a variety of strategies to strengthen bilingualism in Colombian schools. Some of these strategies include having immersion programs with foreign speakers, training English teachers in teaching didactics, etc. For this reason, this study depicts how a gamification approach has an impact on Colombian students' English language skills.

The purpose of this project is to implement gamified classes in sixth grade at a private school to see their impact on students' speaking skills in the EFL classroom. This study will also provide meaningful and complete use of the language in the classroom

I have noticed that my fifth graders have difficulties in oral communication despite studying at a bilingual school, where most of the subjects are taught in English. Besides, they show a lack of confidence when speaking and they are not fluent enough for the level the school requires them to have (A2). Also, I have noticed that in some other subjects they perform well when being exposed to stories and games. For this reason, I decided to come up with the idea of having gamified classes to see the impact on their speaking skills in the English class.

To identify the problem of inquiry, I kept a journal to observe and analyze students' performance in the classroom. I also asked an external observer to identify learners' issues in terms of language learning through the application of a checklist. I also applied a survey for students to identify their needs towards the English class. I analyzed the results of these instruments and I found that they were having difficulties

with speaking in the English class, but they were also asking for games to feel more motivated and to practice English better. Finally, I administered a pre-test, being YLE Flyers A2 exam, the one used to ratify the results obtained in the diagnostic stage. What I collected from the results of the test is that students' weakest skill was speaking. For this reason, a gamified approach was chosen to improve students' speaking skill in the English class.

The study adopted the action research design to analyze how gamification fosters speaking skills in sixth grade. It implies developing workshops and materials that allow them to appraise their appropriateness and to describe the students' outcomes when developing the activities. Action research is defined as the examination of educational practice in which the researcher can identify the problem that is common on the field allowing him to work cooperatively to foster professional development (Watts, 1985, p. 118). Additionally, Elliot (1976) depicts action research as the type of study carried out by teachers because it allows them to identify weak features in both the teaching and learning process, making them an opportunity for educational improvement. Action research fits perfectly to see the impact of gamification on speaking in sixth graders.

The research question points to identify and analyze the impact the gamification approach has on students' speaking skills, taking into consideration aspects such as fluency. It also, aims to reveal what is unknown about the application of gamification in foreign language instruction. The research questions were:

- What is the impact of the Gamification approach on students' speaking skills?



- How can gamified classes foster communication in the EFL classroom?
- What is uncovered about Gamification and its influence on foreign language learning?

The findings of this research revealed that gamification influenced speaking in the language classroom. This statement was supported by five categories obtained in the findings. This first one described students` fluency in English while being exposed to gamified activities. Also, students interacted orally with their teacher and their classmates when completing the tasks. The findings of this study described that students` confidence when speaking increased while doing the gamified activities because of the affective components this approach boosts. Finally, it was seen that the use of gamification promoted the utilization of communication strategies to compensate students' lack of vocabulary.

It was concluded that gamification boosted students` fluency in the class because they are exposed to rewards, so their affective filter is low and motivation is fostered. Also, it was revealed that gamification promotes oral interaction in the English class due to the implementation and development of group activities, strengthening collaborative work to reach language and game goals. In addition, it was also observed that gamification creates a sense of own identity, promoting fluency and language oral production in the English class. However, it was also found that Gamification did not have a direct influence on structural aspects of the language such as accuracy.

This research study entails six chapters: The first one presents the justification, the setting, the description of the problem, the research question, and the objectives. The second chapter explores literature concerning the constructs of this inquiry: Speaking and Gamification. The third chapter deals with the research methodology. The fourth chapter covers the phases of the study. The fifth chapter presents the findings. Finally, the sixth

chapter describes the conclusions and the pedagogical implications, limitations, and questions for further research.

## CHAPTER I. RESEARCH PROBLEM

### 1.1 Purpose of the Research

The school where this research is developed has specific goals when it comes to English language learners. This is because the school was certified as Colegio Bilingue Nacional, so its students must reach A2 when finishing fifth grade and B2- C1 when finishing eleventh grade. Nevertheless, despite the characteristics of Colegio Nacional Bilingue, students are showing low performance and scores in the English class and English proficiency tests. In addition to this, students feel reluctant towards the English class. This research is conducted to find an approach that can help students be more engaged and motivated while improving their English level.

The current research seeks to identify the difficulties students are facing in the EFL class. For this reason, it is important to come up with didactics and strategies that can help students be better at English. In fact, this study focuses on gamification and its impact on students speaking skills. Gamifying foreign language instruction is innovative because it requires an adaptation of the theory about gamification. In fact, there is not too much literature on the relationship between language learning and gamification. This research describes how the implementation of game mechanics ameliorates the English language and proposes a gamified framework for English classes, for this reason, this study contributes to the academic community by discovering how education methods and approaches can be used in foreign language teaching practices.

Finally, this study contributes to the Colombian community because it describes how to improve student's English proficiency and motivation in a context in which English is not considered as a means to successful academic and professional speaking.

## **1.2 Description of the Context and setting**

This study was conducted at a private school, which is a private institution that belongs to a Caja de Compensación, meaning that most students receive subsidized education. This school was certified as *Colegio Bilingue Nacional* from kindergarten to fifth grade. This means that most subjects are taught in English, except Math and Spanish. The school has a main objective which is preparing the bilingual individual for society; for this reason, the school is immersed in different activities regarding English teaching and learning apart from the classes instructed in the school. The school used in this research was certified as a Cambridge school in 2019 because it also administers International Exams such as Flyers and PET. Also, the school is enrolled in Models of the United Nations with some Bilingual schools in Colombia.

The curriculum is designed by the teachers based on Colombian standards found in *guia 22*. Also, it includes AERO (American English Reaches Out) standards to improve student's English proficiency. This curriculum is based on the communicative approach, meaning that grammar is not explicit in its scope and sequence, but it includes functions of the language that are necessary for effective communication.

English classes are taught taking into account different aspects. The first one is the communicative approach that must be included in the teaching practices, meaning that the focus of the classes is to use English in real-life situations and not to have a grammar-based instruction. In addition to this, the school has a humanistic approach that is based not only

on students` academic performance, but on their social and personal growth; this is why Reggio Emilia is also immersed in the English classes, making the language curriculum be focused on students` interest and likes. Eight hours are assigned to English per week in order to develop the four language skills deeply.

Teachers design their own material for their classes and there are not any textbooks for teaching the foreign language. The materials used for classes can be authentic or non-authentic. They must go hand in hand with the planning process and the level they are prepared for.

Evaluation is celebrated through the application of achievement tests during and at the end of each term. These achievement tests are designed by external providers and they are focused on *Pruebas Saber*. Also, proficiency tests such as Flyers and PET (Preliminary English Test) are applied for fifth and eleventh graders to see learners` progress in language acquisition and also to follow the guidelines the Ministry of Education has for bilingual schools.

The participants of this study are sixth-graders who went through the process of Colegio Bilingue Nacional in fifth grade. Also, it is important to highlight that as they belong to a Caja de Compensacion, their financial background is not high. Students` parents belong to the working class in Quindio.

In terms of school`s facilities for teaching English, it is important to mention that the institution does not have an English Laboratoire, but it has some resources inside the classroom such as TV`s and speakers. However, the school does not have laptops or desktops to be borrowed by the teachers and be used in the English classes.

Finally, the school is making agreements with international institutions to have exchange or immersion programs for students who show high proficiency levels, certified

by International Exams. As it is a *Caja de Compensacion*, the school subsidizes the exam and part of the program as a reward for good academic performance.

### **1.3 Description of the Problem**

Foreign language learning has become very popular in Quindio in the twenty-first century due to aspects such as tourism and the need for a better academic and professional life. Bearing this in mind, most schools in this Colombian department have become bilingual. In fact, the institution where this research was conducted is one of them. This school aims to make its students proficient enough in English to spread their opportunities to succeed academically and professionally once they finish high school. For this reason, this school is betting on high language standards for students who see English as the means to have a better lifestyle in a globalized world. Nevertheless, starting the process of ameliorating students' English proficiency has become a difficult task.

When exploring the language performance of sixth-graders at the school, I noticed that they had a hard time speaking. Because of *Colegio Nacional Bilingüe*, the students in fifth grade must reach A2 level: however, I could observe that students used their mother tongue to communicate in the English class and did not make any effort to use the foreign language as the main vehicle of communication. In addition to this, results in the achievement tests were not high. These exams were designed by external providers and were based on *Pruebas Saber*. Most of the results revealed that students got low scores in the English section. Also, as part of *Colegio Nacional Bilingüe*, students took an International Exam in fifth grade, which was Cambridge YLE Flyers, to see if they were capable of reaching A2

when finishing elementary; nevertheless, the results revealed that most of the students were placed in Pre-A1 level, especially in speaking. Furthermore, I perceived a high affective filter in students and low levels of motivation in the English classes. It could be evidenced by the fear they showed when performing in English. Furthermore, their learners' of motivation is also linked to their perception towards the opportunities mastering a foreign language can give them. For instance, it could be noticed that some learners are not worried about learning English because their plans are focused on being developed in Colombia, so they argue English will be useless in the process of reaching their goals.

Similarly, English classes were not well instructed because of the lack of resources the school has for teaching this subject. For this reason, a need of adjusting and adapting my English classes emerged in order to ameliorate students' proficiency level by profiting from the resources and time the school has for English instruction.

After analyzing some classes, being observed, and applying a survey, I identified this difficulty in my sixth graders. The diagnostic stage helped me see that sixth-graders were not fluent enough for an A2 level. Additionally, they lacked speaking confidence since every single time they were asked to perform orally, they express fear or preferred to do the activity in Spanish. Also, the application of instruments determined that students had a special interest in games. For this reason, I decided to gamify my classes and see the impact they have on speaking skills through a series of workshops that can help students build a story and practice English orally while being motivated. Based on this description, this study seeks to identify how gamification impacts on sixth graders' oral production.

#### **1.4 Research Question and Objectives**

- How does the Gamification Approach influence the speaking skills of 6th graders?

##### **General objective (s) (Research):**

- To analyze the impact of Gamification on sixth graders` speaking skills.

##### **Specific objectives (Research):**

- a. To identify the appropriateness and usefulness of gamification on English language Learners' speaking skills
- b. To examine the influence of gamified classes on students' fluency.
- c. To describe the impact of gamification on learners' oral interaction patterns.



## 2. CHAPTER II. THEORETICAL FRAMEWORK.

This chapter depicts some basic concepts about the main constructs of this research. Theories will be addressed in order to gain a better understanding about them. The information in this chapter will be divided into two sections. The first one is related to the definitions of speaking skills and the second one about gamification and its role in language teaching.

### 2.1. 1. **Speaking**

Communication is a process in which individuals interact to convey meaning through the transmission of messages and symbols. Having this in mind, speaking is one of the most important vehicles for successful communication in EFL teaching and learning. Firstly, Hymes (1972) points out that speaking is the ability to communicate effectively within a particular speech community to accomplish its purposes. Another definition states that speaking is a way of constructing meaning by receiving and producing information (Brown, 1994). Also, Brown (1994) claims that this process varies in terms of form and meaning depending on aspects such as participants, context, and purpose of the speaking activity.

When it comes to the language classroom, speaking aims at different components of communicative competence. According to Hughes (2012), speaking targets the linguistic, sociolinguistic, and pragmatic aspects of communication meaning speaking must aim at phonetics, phonology, syntax, morphology, lexicon, intonation, and discourse analysis, taking into consideration the target population.

In this study, speaking is defined as students' vehicle to express orally and fluently throughout the use of language functions and lexicon in a meaningful context, allowing them to use compensation strategies when needed for successful communication.

### **2.1.1.2 Fluency**

Fluency is one of the components encompassed within communicative competence. Scholars such as Derwing and Morton (2006) operationalized the concept of fluency by claiming that it refers to how easy spoken production is understood by listeners. In other words, the easier listeners understand input, the more fluent the speaker is. Fluency refers to the speaker's ability to use both compensation and facilitation skills such as fillers, ellipsis, rephrasing, among others, to deal with fast communication (Widdowson & Segalowitz, 2000). Furthermore, Richards (2005) states that fluency is the natural use of language for meaningful communication, meaning that output must be comprehensible when being used naturally.

In ESL and EFL contexts, scholars have debated the role of accuracy in oral fluency and even though they have been discussed as isolated items, they have also been studied as a whole in ESL and EFL instruction. In other words, fluency and accuracy have been defined as using utterances with no errors at the phonological, morphological, syntactic, and semantic levels of language production (Byrne, 1986). Nevertheless, this view has been criticized by authors such as Brigg (2016), who claim that language users must focus on comprehension and fluency first and then focus on language structures.

### **2.1.1.3 Oral Interaction**

EFL instruction deals with elements that go beyond a structured use of the language. EFL teaching and learning have been matching linguistic components with the social aspect

of this process having its roots in the Interactionist School of Thought led by Vygotsky (1978). In this view, interaction plays an important role in students' active participation during situations in which authentic language is used. This is where Long (1983) establishes his hypothesis based on negotiated interaction. This hypothesis describes the fact that through interaction, language users can have different moments to give and receive feedback allowing them to shape oral production. Moreover, it has been widely shown that students' learning process occurs when they interact among themselves due to the social nature that languages have (Lantolf, 2000). Thus, EFL classrooms profit from meaningful interaction among the participants involved in the learning process.

Interaction in the EFL classroom must have specific characteristics focused on activities proposed by students and instruction provided by the teacher. Ellis' work on interaction in the EFL classroom sets that the teacher must "provide pre-structured interactional situations to supply students with language" (Ellis, 2009). Moreover, activities need to engage students' communicative opportunities to convey meaning and evoke interaction (Ellis, 2009). Also, EFL teaching has had a variety of classroom patterns of interaction to make its instruction more communicative and student-centred. To exemplify, Sinclair and Coulthard (1975) postulated a dual pattern of interaction between the teacher and the student. This pattern of interaction is divided into three stages. The first stage is known as **initiation**, in which the teacher provides students with a series of questions to engage them in the lesson. The second one is the **response**, which consists of having students answer these questions as the main output in the classroom, whilst the last one is **feedback** (Murray & Christison, 2011). At this stage, the teacher analyzes students' responses to give feedback with basic utterances such as "Good job" or "Well done" (Hall, 2003). Nevertheless, these patterns of interaction continued evolving. Dagarin (2004)

established four different types of interactions that allow the participants (teacher and students) to have different roles within the development of the lesson. These types of interactions are "teacher-learner, teacher- a group of learners, learner-learner and learners-learners" (p.129). In addition to this, scholars proposed more types of interactions to this model encompassing more patterns in the classroom. As a result, seven interactional patterns such as "teacher-the whole class, teacher-student, teacher-a group of students, student- a group of students, student-teacher, student-student, students-students" (Nisa, 2014, p. 101) help to foster communication in the EFL classroom, being this model the one used in this study.

#### **2.1.1.4 Communication Strategies**

Communication in the EFL classroom does not take place in isolation. It considers distinct elements that allow the phenomenon of transmitting and receiving messages to convey meaning. Some of these elements are known as communication strategies whose first coinage was introduced by Selinker (1972) who initially defines communication strategies as those approaches used by the learners to interact and use their actual knowledge of the language with another individual, especially if this individual is a native speaker of the target language. Additionally, the implementation and analysis of communication strategies in EFL instruction focus their attention on linguistic and psycholinguistic components. Communication strategies are tools used to fill gaps in communication when the learner`s linguistic component is not well developed (Faérch and Kasper, 1984). Furthermore, Tarone (1980) claims that communication strategies are to accomplish speakers` communicative intentions despite the lack of linguistic features. For this reason, Tarone (1980) created a taxonomy divided into three degrees of the application whose main objective is to facilitate negotiation of meaning between language users even

without mastering some other linguistic components. Figure 1 shows Tarone's taxonomy of communication strategies:

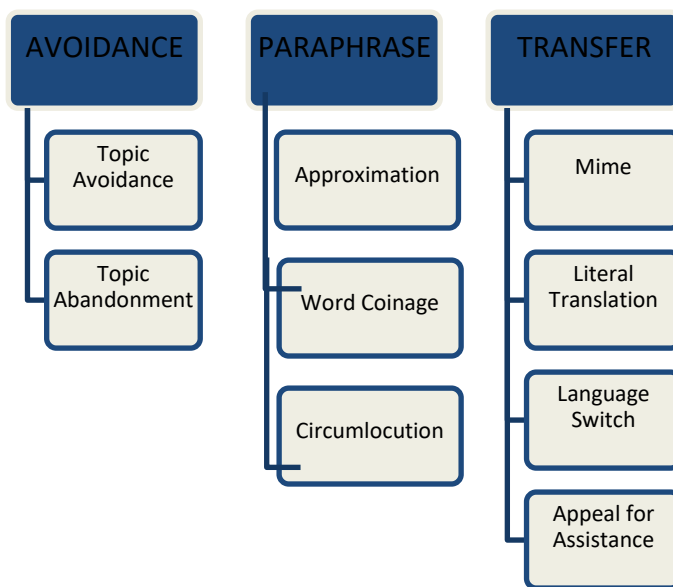


Figure 1: Tarone's taxonomy of communication strategies (1980)

#### 2.1.1.5 Speaking Anxiety

Anxiety is one of the most common phenomena in the EFL classroom, especially when it is related to using the language orally. Tsiplakides (2009) states that speaking anxiety occurs when the language learner is not motivated or has low performance using the target language, causing reluctance to participate in communicative tasks. Additionally, Kayaoğlu and Sağlamel (2013) claim that speaking anxiety is also caused by learners' lack of lexical and grammatical competence, mispronunciation, cognitive situations when communicating, low self-esteem, and the feedback provided by the teacher.

The EFL teacher can reduce speaking anxiety by lowering students' affective filter and fostering self-esteem and motivation. In fact, according to Ansari and Oskrochi (2004), being self-confident in the language classroom refers to the learner's motivation and

ambitions to have positive outcomes. Therefore, a learner with high levels of motivation and self-esteem may accomplish tasks and be successful when communicating.

### **2.1.2. Gamification**

EFL instruction has been evolving to make it student-centered, fostering interaction, communication, and motivation. For this reason, scholars have introduced concepts such as gamification in foreign language teaching. Zicherman (2010) defines gamification as a process in which learners are engaged and willing to solve problems. Besides, Werbach and Hunter (2012) also describe gamification as using game elements in non-gamified contexts. However, Kapp (2012) adapts these concepts by stating that gamification is "using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems" (p.10). In other words, gamification aims at encouraging and motivating students to learn while fostering critical thinking, problem-solving, and decision-making. In this study, the concept of gamification is narrowed to the articulation of game mechanics, dynamics, and aesthetics to EFL instruction to foster motivation and interaction through the use of the target language accomplishing communication purposes, conveying, and negotiating meaning.

#### **2.1.2.1 Game Mechanics**

Within the Gamification approach, there are some elements to be considered. Gamification is characterized by incorporating game mechanics into non-gamified contexts (Werbach & Hunter, 2012). These game mechanics are known as the series of items, commonly found in games, that facilitate play (Zicherman, 2010). All game mechanics taxonomies aim at promoting and boosting motivation in the classroom. Zicherman (2010)

created a taxonomy classified into four main elements: **a)** status and levels; **b)** points; **c)** rules; **d)** demonstrability. In addition to this, Kapp (2012) broadened these elements, having ten element-taxonomy with a specific purpose in the development of the game. Table 1 describes the main components in Kapp`s taxonomy of game elements as cited in Figueroa (2015):

| <b>Game Elements</b> | <b>Definition</b>   |
|----------------------|---|
| Avatars              | Representation of the characters and players in the game.   |
| Badges               | Representation of achievements                              |
| Leaderboards         | Players` ranking according to their performance in the game |
| Quests               | Activities and tasks to be developed in the game            |
| Levels               | Parts or stages of the game                                 |
| Social Elements      | Interaction patterns among the players                      |
| Rewards              | System of acknowledging players based on their performance  |
| Progression          | Status of the players                                       |
| Points               | Quantitative evaluation of players` performance             |
| Performance Graph    | Actual performance in the game                              |

Kapp`s taxonomy of game elements as cited in Figueroa (2015)

### **2.1.2.2 Gamification Framework**

Gamification application in the classroom is structured by frameworks that encompass game mechanics. For instance, Kapp (2012) states that game elements must be directed to four main components of the implementation of the game in the classroom. These components are achievement goals that can be measurable or unexpected; rules to establish a routine while playing; levels that classify tasks` difficulty and storytelling to structure the game and engage learners. Additionally, Robinson and Belloti (2013) propose a taxonomy that includes six different frameworks for the design and implementation of gamification in the classroom. The first framework is known as the general frame, in which the game designer sets a context and scene seeking participants` motivation. In the second framework, rules, orientations, and tasks to be developed converge to build the game`s body. Furthermore, Robinson and Belloti`s (2013) taxonomy describes the other four frameworks for incentives, social features, resources, and feedback.

Another framework considered in the design and implementation of gamification is the Octalysis model proposed by Chou (2016), which consists of an octagon that focuses on eight pillars that structure gamification and considers participants` motivation. A more detailed description of Chou`s core drives in Octalysis states that the first core drive is Epic Meaning and Calling, which is based on contextualizing players and engaging them to be part of achievable tasks. This core includes storytelling and narratives that must be “at the beginning of the lesson to give pupils a reason to participate actively” (Chou, 2016 as cited in Cruz, 2018, p.69).

The second stage of the Octalysis is Development and Accomplishment. This core allows players to develop skills while performing tasks, generating students` sense of



growth when accomplishing goals (Chou, 2016). Thus, learning occurs while performing and not after reaching the tasks` goals.

The third pillar in Chou`s (2016) framework is known as Empowerment and Creativity. This pillar helps participants in the game to be creative when completing tasks by activating critical thinking and problem-solving skills. Moreover, students are provided with a variety of strategies to compensate for their performance.

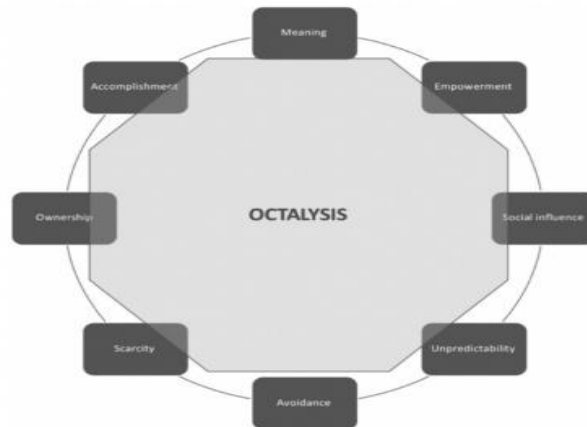
The fourth core-drive is Ownership and Possession. This core-drive contains an emotional and psychological appeal in the gamification process since it gives “pupils an emotional comfort” because there is a control of the task (Oliveira, 2017). That is, students` feelings of empowerment lead them to succeed in the completion of tasks.

The fifth stage of the Octalysis model is Social Influence and Relatedness. Chou (2016) claims that this stage fosters players` collaborative learning, peer feedback, and interaction in the class-leading them to leadership and meaningful learning.

The sixth pillar refers to Scarcity and Impatience. Chou (2016) theorizes that scaffolding plays an important role in gamification since it boosts active participation in the classroom by designing tasks according to the players` level, going from the simplest quests to more challenging ones while advancing in the lesson progressively.

The seventh core drive of the Octalysis model is Unpredictability and Curiosity. It entails participation in unexpected events in the game (Chou, 2016). Students feel more engaged and empowered when every task leads them to be curious about the plot of the game and the story they are going through.

The last stage of Chou`s (2016) model is known as Loss and Avoidance. It refers to "avoid something negative from happening" (Chou, 2016 as cited in Cruz, 2018, p.71). It is to say that engagement is fostered by allowing students to avoid situations that may affect their progress negatively in terms of rewards, rankings, and progression.



Chou`s Octalysis Framework for Gamification (Retrieved from Cruz, 2018)

Even though there are a variety of frameworks for incorporating Gamification, this study describes a framework that articulates game mechanics and the Octalysis model (Chou, 2016) with EFL instruction whose main objective is to foster motivation and interaction as well as accomplishing communication purposes:

1. **Selection and Establishment:** In student-centered learning, one of the main principles is to have learners construct their knowledge, giving them opportunities for learning that include their needs, abilities, and interests (Schiller, 2009). For this reason, at this stage of the gamification process in the EFL classroom, learners discuss and select the context in which the game will take place. This phase focuses on the psychological aspects of the class by

activating students' motivation towards the implementation of the game and taking into consideration their voices and interests. It also gives the teacher a preview for further planning in terms of the tasks to be implemented, the game and communicative objectives to be accomplished by students and the type of assessment to be developed.

2. **Learning Objectives or Accomplishment Goals:** At this stage of the gamification in EFL instruction, learners must experience objectives that can be achievable and challenging (Chou, 2016). These objectives must engage learners to develop and master communicative skills in the target language while reaching the game objective through task completion.
3. **Prologue:** Learners must be contextualized with a story or narrative to promote participation (Cruz, 2018). Thus, at this stage, the story plot is constructed through interaction patterns between the teacher and the pupils in the EFL classroom. This phase of the framework provides students with enough input closely related to the game jargon and the context of the game, giving students the chance to get familiarized with the story plot.
4. **The Beginning:** This phase of the game groups tasks that “attract students attention” (Allwright, 1984, p. 11). These tasks must frame players' skills towards the accomplishment of the main goals in the game as well as engaging them in the process. Furthermore, these activities allow a presentation of the language to be learned and the function to be mastered through the use of the game jargon while students are involved in a mission that helps them progress in the game. Learners must get involved in meaningful tasks to foster motivation

(Cruz, 2018). That is to say, this stage does not include any extrinsic motivation elements such as badges or experience points.

5. **Main Missions:** On this phase of the game, students must complete tasks that lead them to different classroom objectives such as progressing in the game to accomplish what is desired (Chou, 2016) and providing students with the opportunity to use the target language communicatively through less controlled or free activities. This phase of the gamification framework is articulated with *Empowerment and Creativity, Social Influence and Relatedness, Scarcity and Impatience and Unpredictability, and Curiosity* core drives (Chou, 2016). These tasks help learners to use the language through student-student and student-students patterns of interaction. Furthermore, these missions frame scaffolding and foster students' uncertainty towards the rest of the game, making them use strategies to compensate for gaps regarding not only the game plot but also the language.
6. **Boss/ Raid Battle:** This is the most complex mission in the framework since it represents the most challenging obstacle to fulfil the objective of the game. Learners face tasks that allow them to use the target language through less-controlled or free practice activities. This phase promotes problem-solving and critical thinking since the task leads them to be creative when accomplishing the mission. These activities can be related to defeating a monster, rescuing the princess, destroying a kingdom, and so on. This stage also helps students to use communication strategies to compensate for gaps that may impede the mission's success.

7. **Epilogue:** This phase of the game encompasses storytelling aspects as a closure of the English class. In this part of the lesson, students close the story that started at the prologue stage, following the Epic Meaning and calling core drive (Chou, 2016). This closure focuses on a student-centered task in which learners use the game jargon and language learned to finish the plot coherently.

## 2.2 Previous research studies

This section of the study describes related studies that encompass foreign language learning through gamification practices. All of the studies depict the research objective, the method and instruments used to conduct it and collect data, conclusions and the relationship with this research project. It is important to mention that literature related to these variables is not wide.

Valencia (2016) conducted action research whose title is *The Use of Gamification and Videogames in Second Language Learning*. The objective of this study was to determine how the use of video games in the classroom could foster English as a second language. The participants belonged to a language program in Spain. Shooting games were used as a tool for vocabulary acquisition. Castellanos (2016) concluded that video games are a very good tool to increase motivation in the EFL classroom. This study helps me because it uses video games as the main basis of the study. In my research, students must live the game.

Figuroa (2015) conducted a research study whose main objective was to analyze the impact of Gamification in Second Language Learning. He proposes a five-step

framework in gamification to foster the second language in the classroom that goes from the contextualization of the target audience to the implementation of language patterns in the classroom. Additionally, he uses in his implantation stage some platforms to foster English learning such as Class Dojo, Duolingo, Edmodo, etc. He concludes that the use of these tools as part of the gamification process, fosters the use of the second language in the classroom since motivation is increasing as well. This study shows me a framework that combines Gamification and Language Learning,

Shatz (2016) conducted a quasi-experimental research to explore the impact gamification had on an oral production pattern known as risk taking. The researcher applied instruments such as pre-test, post-test and a questionnaire to see students' perceptions about risk taking when performing and a foreign language, which was Finnish in this study`s case. The findings of this study revealed that gamification helped participants to take risks when performing in Finnish. Also, the conclusions drawn from this study were gamification fosters risk taking in a foreign language because errors patterns are reduced, so it allows language users to perform better. Also, gamification creates a learning environment and organic communication, reducing social cues and boosting risk taking in the target language. Shatz`s study (2016) is directly linked to this research project because of the instruments used for collecting data and the affective and linguistic factors promoted by the implementation of gamification practices.

Yanes and Bououd (2019) conducted an exploratory research to provide a taxonomy on the opportunities and challenges of using gamification in English language learning. For this research, a SWOT method was used in which strengths, weaknesses, opportunities and threats are found in the articulation of gamification with English as a foreign language. The instruments used for collecting data was a checklist administered

to 49 participants who belong to a Science program at Jouf University. This instrument was used to get to know participants' thoughts towards the importance of gamification of English language learning. The results obtained from this research revealed that English is well used when affective and psychological aspects are lessened by gamification practices. To exemplify, one of the most relevant findings was that English is promoted in the class when there is motivation and awareness towards the learning process produced by a "routine break" in the language classroom. (p.5). Also, it was identified that gamification boots freedom in foreign language acquisition because it allows experiential learning and qualitative assessment since there are not any "negative repercussions" (p.5). Finally, this study suggests the creation and design of gamification-based material as further research.

Finally, Gomes Junior (2018) conducted an action research in Brazil at school level, to examine how gamification practices foster the use of strategies to create communicative situations in the English class. This research used Kemmis and McTaggart (1986) action research model to develop this proposal: plan, act, observe and reflect. The researcher designed two games as the pedagogical intervention, whose main objective was to foster speaking in the classroom. The findings obtained from this paper that gamification must be linked to storytelling practices, allowing students to use English in a productive way (speaking and writing). Also, the author concluded that game mechanics used in the language classroom must be usually adapted to students and context's needs; otherwise, learning cannot be meaningful.

### 3. CHAPTER III. RESEARCH METHODOLOGY

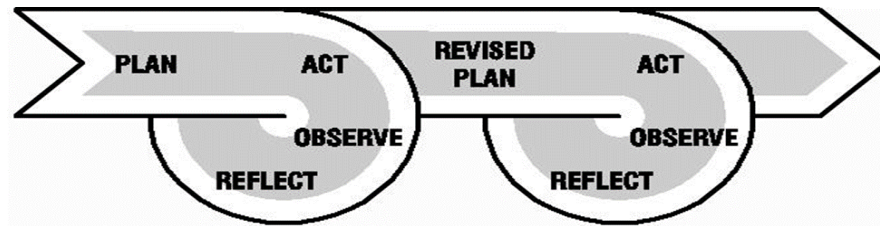
#### 3.1 Type of study

This study follows the structure of action research. Action research is defined as the method used to generate meaning and understanding in problematic social situations and improving the quality of human interactions and practices within those situations (Burns, 2005 p. 57). Also, action research`s main goal is to objectify educational practices and shaping awareness over these practices (Kemmis and McTaggart, 1998). This action research seeks to propose a pedagogical intervention to generate language knowledge and understanding through a specific teaching approach as well as identifying the impact of the approach on students` language performance.

The research develops a qualitative approach to provide a method that can explain how an approach known as gamification has an impact on participants` English language speaking skills. In fact, according to Richards (2003), qualitative methods in language teaching must depict and explain how approaches develop potential abilities in language learning. Based on this thought, this qualitative action research describes how gamified classes can help language learners improve speaking in English as a Foreign Language class.

Besides, this research is focused on Kemmis and McTaggart spiral model (1998) that explains that action research is based on four pillars: plan, act, observe and reflect. These pillars are developed in this study through the creation, application, observation and analysis of six workshops focused on gamification. These workshops aim at ameliorating students` speaking skills.





### 3.2 Participants

Twenty-seven sixth graders are participating in this research. These students are part of a school whose main focus is English as a foreign language. Students took 5th grade through a bilingual school model, meaning that they attended English classes and subjects taught in English such as science, social studies, information technology, entrepreneurship and physical education. However, they are currently taking English, only. Participants are between 10 and 11 years old and study at a school with subsidized education. That is, the school pays for a high percentage of their tuition since students' economic background is low.

As mentioned above, even though students do not belong to the bilingual process anymore, they have 14 hours of English a week. Besides, the school emphasises the communicative approach, so English classes do not have any grammar instruction and do not have materials such as textbooks. Students must reach B1 when finishing eleventh grade in both national and international exams; they must take Saber 11 and PET (Preliminary English Test) to certify their English level. As described in the diagnostic stage, the participants of this study scored Pre-A1 and A1 in a pre-test applied before the pedagogical intervention.

Finally, English classes at school have a communicative focus and the four skills of communication are part of the teaching-learning process. Furthermore, the school has an English Lab and different technological devices to integrate platforms into the English

curriculum; however, despite these resources, there is a limitation in students' oral production because they have been shortly exposed to English since the school became a bilingual institution. For this reason, the pre-test revealed that students' poorest skill was speaking.

### 3.3 Instruments

The instruments applied in the diagnostic stage were three, a students' survey, an external observer checklist, and a teachers' journal. Besides, a pre-test was applied to ratify the data obtained from the application of the three instruments. Each instrument is described in the following table, the description and specific purposes are displayed as well.

Table 1. Data Collection Instruments

| N <sup>o</sup> | Data Collection Technique | Data Collection Instrument | Rationale  |
|----------------|---------------------------|----------------------------|--|
| 1.             | Survey                    | Questionnaire              | To know the students' perception of their language level and a proper method to develop the English classes  |
| 2.             | Observation               | Journal                    | To record and reflect on daily teaching and learning experiences and the general context of the institution. The researcher (non-participant observer) writes the entries. |
| 3.             | Observation               | External Observation       | To have an external view of the teaching and learning practices in the English class.  |
| 4.             | Testing                   | Pre-Test                   | To verify and ratify the results obtained from the three instruments in the  |

|  |  |  |                   |
|--|--|--|-------------------|
|  |  |  | diagnostic stage. |
|--|--|--|-------------------|

## CHAPTER IV. PHASES OF THE STUDY.

This research was conducted in three stages. This first one was the diagnostic stage in which three instruments were applied to collect data and identify language problems participants were facing as well as the methodology to be implemented in the pedagogical intervention. The second phase was the action stage six workshops were designed based on the approach described in the theoretical framework. These workshops were aimed to improve speaking. Finally, the last phase was the evaluation stage in which three instruments were also applied to analyze how pertinent the pedagogical intervention was.

### **4.1 Diagnostic Stage**

The researcher applied three different instruments and techniques in order to identify sixth-grade students' hindrances in the English class. These instruments were classified into a class observation that was recorded and transcribed, an interview to the English teacher in fifth grade that was also recorded and transcribed and a written survey applied to the target population (fifth graders). Furthermore, the YLE Flyers A2 from Cambridge Language Assessment was applied as a pre-test to ratify students' difficulties when speaking English. This section is divided into a description of the instruments implemented, their results and the analysis of the information gathered from them.

### **External Observer**

Classroom observation was done in order to identify my population's characteristics towards English teaching and learning. The techniques used to gather the information were a video recording and its transcript (See Appendix 1). In qualitative research, video recording and classroom observation are useful since they allow the researcher to identify and analyze social, behavioral and cultural patterns from the participants (Burns, 1999). In this case, this instrument and these techniques provided different pieces of information regarding students' performance in L2.

### **Teacher`s Journal**

For this study, a teacher's journal was kept in order to have an introspection of the teacher-researchers EFL practices and identify the issues students face towards English language learning. This journal was written in the first person. According to Bailey (1983), a journal is written to describe and analyze "affective factors, teaching strategies or teaching perceptions towards own practices (p.60). In this diagnostic stage, the teacher`s diary was also used to identify teaching dynamics in an EFL environment.

### **Students` Survey**

Another instrument used to collect data in the diagnostic stage was the survey. A survey can be defined as the instrument used to "describe, explore and explain physical characteristics, phenomena, behaviours, attitude, etc." (Violand and Sanchez, 1992, p.113). In this study, the survey was used to determine the language skill in which students were not proficient enough, students` perceptions and behaviour towards the English class and recommendations to ameliorate teaching practices.

### **Pre-Test**

A pre-test has been used as an instrument in order to ratify the information collected in the diagnostic stage in terms of the skill the researcher wants to work on during the pedagogical intervention. According to Perry (2005), a pre-test helps the researcher get some evidence on a particular aspect expecting a possible evolution on the participants' reality, behaviours, etc. For this study, the YLE Flyers from Cambridge English Assessment was applied in order to know fifth graders' proficiency level, especially in speaking. As observed in Table 1, twenty-seven fifth-graders took the exam and their results have been portrayed on that chart.

### **Results and Analysis of the Instruments**

After the implementation of these instruments, the researcher reflected upon the results obtained from each of them in order to write some interpretations based on English as a Foreign Language theory. In addition to this, some codes were obtained from each instrument in order to categorize a variety of events in the EFL classroom. These codes were grouped by using Pawing, which according to Ryan and Russell (2003), it consists of identifying emerging categories or codes through colors.

### **External Observer**

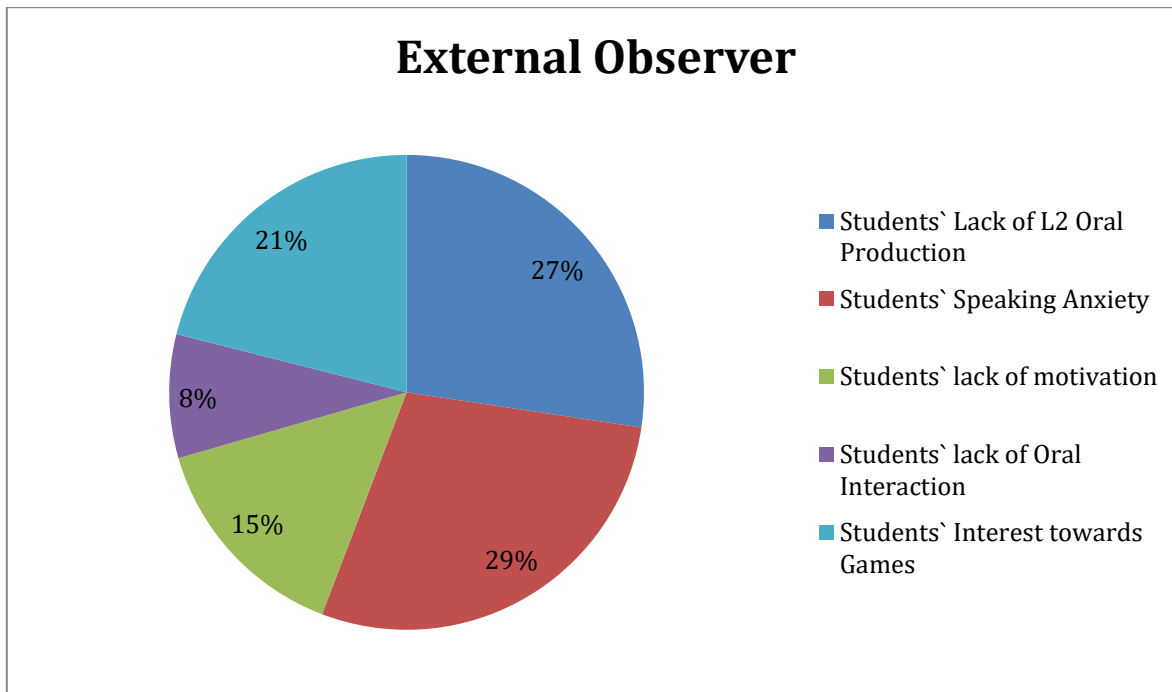
| <b>Category</b>                             | <b>Occurrences</b> | <b>Percentage</b> | <b>Evidence</b>   |
|---|--------------------|-------------------|---|
| <b>Students` Lack of L2 Oral Production</b> | 18                 | 21%               | <ul style="list-style-type: none"> <li>● Students speak too much Spanish</li> <li>● Students don`t know how to</li> </ul> |

|                                   |    |     |  |
|-----------------------------------|----|-----|--|
|                                   |    |     | <p>communicate in English</p> <ul style="list-style-type: none"> <li>● Students do it better in writing rather than speaking. Most of them get stuck when talking.</li> <li>● Student ask a lot of times “How do you say”</li> </ul>   |
| <b>Students` Speaking Anxiety</b> | 14 | 17% | <ul style="list-style-type: none"> <li>● Martinez cried when he was asked about the present continuous. I saw him very nervous.</li> <li>● Students are quiet when the teacher asks them any questions orally.</li> <li>● They don`t want to participate in the activities.</li> </ul> |
| <b>Lack of communicative</b>      | 4  | 5%  | <ul style="list-style-type: none"> <li>● Students are doing too</li> </ul>   |

|   |    |     |   |
|---|----|-----|---|
| <b>activities</b>                         |    |     | <p>many worksheets based on grammar</p> <ul style="list-style-type: none"> <li>● Students are asked to complete grammars tasks</li> </ul>   |
| <b>Students` lack of motivation</b>       | 11 | 13% | <ul style="list-style-type: none"> <li>● Two of the groups are talking about break time and they are not doing the activity Jairo asked them to do.</li> <li>● Jairo asked them if they were ready to start the class and some of them said “no”</li> </ul> |
| <b>Students` lack of Oral Interaction</b> | 13 | 16% | <ul style="list-style-type: none"> <li>● When working in groups, they speak Spanish.</li> <li>● Students ask Jairo questions in Spanish.</li> </ul>   |
| <b>Students` Interest towards Games</b>   | 7  | 8%  | <ul style="list-style-type: none"> <li>● The groups showed more interest when they played in Kahoot today.</li> </ul>   |

|                                   |    |     |   |
|-----------------------------------|----|-----|---|
|                                   |    |     | <ul style="list-style-type: none"> <li>Students participated more actively and tried to make an effort to speak English.</li> </ul>   |
| <b>Teacher`s use of L2</b>        | 7  | 8%  | <ul style="list-style-type: none"> <li>The teacher speaks English most of the time.</li> <li>The teacher avoids using Spanish when students don`t understand the instructions.</li> </ul>   |
| <b>Students` accuracy failure</b> | 10 | 12% | <ul style="list-style-type: none"> <li>Even though students are exposed to many grammar activities, they still make basic grammar mistakes such as not using s or es in present or avoiding the use of the verb to be in the present continuous.</li> </ul> |
| <b>Total</b>                      | 84 |     |   |

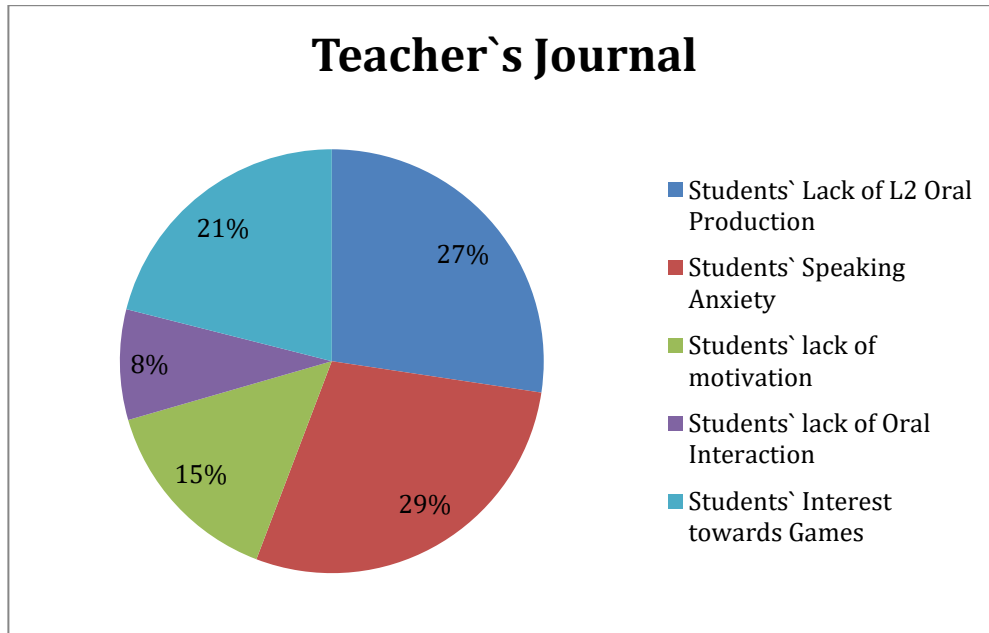




Eight categories emerged after grouping and analyzing data collected from class observation done by an external participant. Some of the categories displayed students' difficulties when speaking in English in the classroom. Students' lack of oral production with 21% of the frequencies; students' speaking anxiety with 17% of the occurrences and student's lack of oral interaction with 16% of the results revealed that the participants of this diagnostic had difficulties when communicating orally. Other categories were linked to affective factors such as students' lack of motivation, affirming that students did not feel encouraged in the class. Nevertheless, students showed motivation when being exposed to interactive games and platforms such as Kahoot. In fact, students' interest in games supported this statement with 8% of the occurrences. This instrument also revealed that even though students were exposed to non-communicative activities, they had grammar hindrances.

## Teacher`s Journal

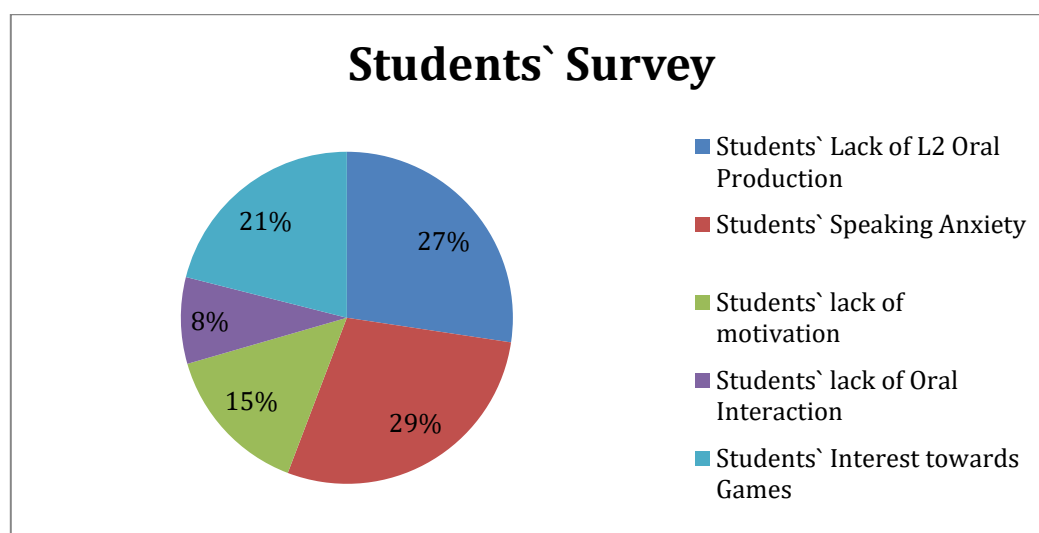
| Category                                    | Occurrences | Percentage | Evidence  |
|---|-------------|------------|---|
| <b>Students` Lack of L2 Oral Production</b> | 20          | 27%        | It has been very difficult to make students speak English   |
| <b>Students` Speaking Anxiety</b>           | 11          | 15%        | I perceive students feel fear when talking  |
| <b>Students` lack of motivation</b>         | 6           | 8%         | I perceive that students are doing the activities because they have to  |
| <b>Students` lack of Oral Interaction</b>   | 14          | 19%        | I have had to scold my students for speaking in Spanish most of the time when talking to me or to their classmates.   |
| <b>Students` Interest towards Games</b>     | 12          | 17%        | It is incredible to see how playing games has made my classes better because I have noticed they are enjoying them a little bit more, especially when using Plickers or any other game in which they have to move . |
| <b>Students` accuracy failure</b>           | 10          | 14%        | Students are making a lot of grammar mistakes, they always forget to use the third person r conjugate the verbs correctly.  |
| <b>Total</b>                                |             | <b>73</b>  |   |



After keeping a teacher`s journal it could be analyzed that the population of this study (sixth graders) had difficulties when producing English orally. This category was directly linked to students who frequently used their mother tongue to communicate in the English class and fear or anxiety when talking. These statements are supported with three of the six categories displayed in the data collection of the instrument: Student`s lack of L2 Oral production scored 27% of the frequencies; students` speaking anxiety with 15% of the occurrences and students` lack of oral interaction with 19% of the data collected. In addition to this, structural aspects of the language have been also obtained through the application and analysis of the instrument. Students` accuracy failure revealed that students make grammar errors frequently in the English class impeding effective communication in the classroom. Also, it has been observed that students are not motivated in class.

### Students` Survey

| Category                                    | Occurrences | Percentage | Evidence   |
|---|-------------|------------|--|
| <b>Students` Lack of L2 Oral Production</b> | 26          | 27%        | <i>Student X said "Hablar en inglés es muy difícil porque no se palabras"</i>              |
| <b>Students` Speaking Anxiety</b>           | 27          | 29%        | <i>A mí me da mucho miedo hablar en inglés en la clase porque mis compañeros se burlan</i> |
| <b>Students` lack of motivation</b>         | 14          | 15%        | <i>A mi casi no me gusta hacer talleres en la clase, es muy aburrido</i>                   |
| <b>Students` lack of Oral Interaction</b>   | 8           | 8%         | <i>Me gusta más trabajar en grupos porque así les hablo en español a mis amigos</i>        |
| <b>Students` Interest towards Games</b>     | 20          | 21%        | <i>Mi sugerencia es que haya más juegos en clase de inglés. Son muy divertidos</i>         |
| <b>Total</b>                                |             | 95         |  |

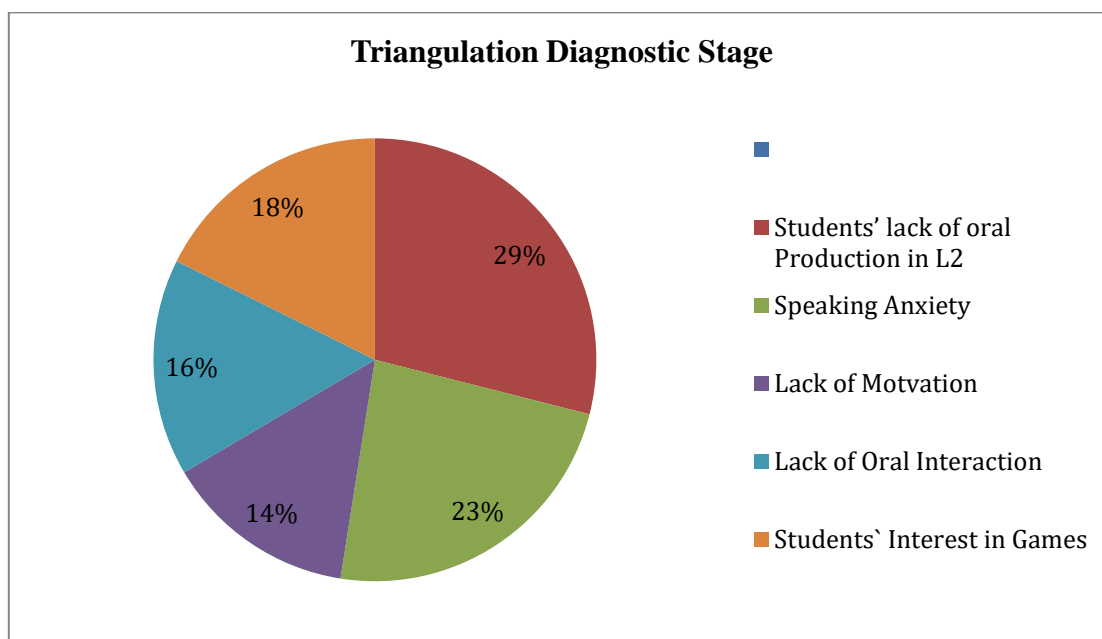


A survey was applied to get to know students` perceptions towards the difficulties they have in the English class. Data gathered in this instrument shows that students find speaking as the most challenging language skill when performing the class due to linguistic and affective factors. Students use Spanish as the main vehicle of communication because they are not capable of using words or structuring sentences in English. Actually, students` lack of L2 oral production affirms this statement by showing 26 times that students are not skillful at speaking. Besides, students are not performing well in speaking because they do not feel encouraged with the English class. Nonetheless, students mentioned that games make them be motivated towards the class.

### Data Triangulation

| Code/Category                                  | Operationalization  | DATA COLLECTION INSTRUMENTS |                     |        | Total | Percentage |
|--|---|-----------------------------|---------------------|--------|-------|------------|
|  |   | CLASS OBSERVATION           | TEACHER'S INTERVIEW | SURVEY |       |            |
| <b>Students' lack of oral Production in L2</b> | Students` difficulties to speak in English                        | 18                          | 20                  | 26     | 64    | 29%        |
| <b>Speaking Anxiety</b>                        | Students` fear towards using English orally                       | 14                          | 11                  | 27     | 52    | 23%        |
| <b>Lack of Motivation</b>                      | Students lack of interest towards the English class               | 11                          | 6                   | 14     | 31    | 14%        |
| <b>Lack of Oral Interaction</b>                | Students` lack of interaction in English                          | 13                          | 14                  | 8      | 35    | 16%        |
| <b>Students` Interest in Games</b>             | Students` interests towards the implementation of games in class. | 7                           | 12                  | 20     | 39    | 18%        |

|              |  |  |  |     |        |
|--------------|--|--|--|-----|--------|
| <b>TOTAL</b> |  |  |  | 221 | 100,0% |
|--------------|--|--|--|-----|--------|



After applying the instruments, data triangulation was coded and five general categories were obtained in the diagnostic stage. The highest percentage is linked to students' difficulties speaking in English with 29% of the data collected. This category was displayed because of affective and linguistic factors such as speaking anxiety and students' incapability of interacting with others in the L2. In addition to this, 14% of the data revealed that students were not motivated in the English class. Finally, 18% of the codes determined that students were more interested when being exposed to games. For these reasons, it can be established that the population of this research are not orally proficient in English; however, this hindrance might be overcome through the implementation and articulation of gamification to the English classes.

#### **4.2 Instructional Design and Pedagogical Intervention**

### 4.2.1 Instructional Design

This research project seeks to analyze the impact of gamification practices on sixth graders' oral production in English. Based on the results obtained in the diagnostics stage, that stated that the participants of this study had difficulties when communicating orally in the English class, it was decided to design and implement six workshops based on the gamification approach. These workshops included activities that promoted oral production in the English class through completing communicative tasks or missions encompassed in a story created by the teacher and the students. Also, these workshops were focused on the use of Tarone's communication strategies (1980) such as paraphrasing, circumlocution, word coinage and approximation.

The workshops' structure was divided into five stages: *Prologue, The Beginning, Main Missions, Raid/Boss Battle/ Epilogue*. The prologue and Epilogue stages were focused on storytelling. In these phases, students told an episode of the story based on the topic that was going to be taught. Chou (2016) suggests that a lesson "must start with a narrative" as part of the activation of the first gamification Core Drive Epic Meaning and calling, in which the learner involved in the gamified process is contextualized and involved in learning.

The beginning stage was for presenting the vocabulary and the language function needed to complete in-class language tasks. This stage helps students be engaged in the story because they have a specific mission or goal to reach (Cruz, 2018); it is this stage the one that tells the students the linguistic and game goal to be accomplished by the end of the class as well as giving them the language functions needed to do so.

The Main Mission referred to the activities used to help students practice the language functions they needed to know for communicating. The Boss or Raid Battle was the stage in charge of making students use the language in a communicative situation without the teacher's guidance. This phase was assessed with speaking rubrics. Cruz (2018) affirms that gamification helps students master new skills or abilities by completing challenges or tasks. This is why the main mission and Boss Battle enhance the Chou`s second Core Drive *Development and Accomplishment* because the tasks designed for these phases allow students to use language genuinely while improving their game performance through obtaining badges, experience points and leaderboards.

Finally, the topics used for each workshop were taken from the school's curriculum; nonetheless, these topics were adapted to a gamified vocabulary to foster students` interest in the class.

#### 4.2.2 Pedagogical Intervention

The sequence described in the instructional design was developed through a pedagogical intervention integrating gamification, the gamified topics taken from the curriculum and the communication strategies used in each workshop.

| LESSON PLAN | TOPIC | STAGES | OBJECTIVE | STRATEGIES |
|-------------|-------|--------|-----------|------------|
|-------------|-------|--------|-----------|------------|



|                             |  |  |   |   |
|-----------------------------|--|--|---|---|
| <p><b>LESSON PLAN 1</b></p> | <p>Describing the members of my Guild.</p> | <ul style="list-style-type: none"> <li>✓ <b>Prologue</b> (Narrative of the Lesson)</li> <li>✓ <b>The Beginning</b> (Warm-up)</li> <li>✓ <b>Main Missions</b> (Practice Stage)</li> <li>✓ <b>Raid Battle</b> (Production / Evaluation Stage)</li> <li>✓ <b>Epilogue</b> (Narrative of the Lesson/ Wrap Up)</li> </ul> | <p><b>General Objective</b><br/>By the end of the lesson, students will be able to create their own guild and describe the World of Lumina</p> <p><b>Specific Objectives</b><br/>To paraphrase information related to simple descriptions</p> <p>To tell stories based on the game characters</p> | <p>Circumlocution<br/>Paraphrasing</p>  |
| <p><b>LESSON PLAN 2</b></p> | <p><b>NARRATING A WARRIOR'S LEGEND</b></p> | <ul style="list-style-type: none"> <li>✓ <b>Prologue</b> (Narrative of the Lesson)</li> <li>✓ <b>The Beginning</b> (Warm-up)</li> <li>✓ <b>Main Missions</b> (Practice Stage)</li> <li>✓ <b>Raid Battle</b> (Production / Evaluation Stage)</li> </ul> <p><b>Epilogue</b> (Narrative of the Lesson/ Wrap Up)</p>     | <p><b>General Objective</b><br/>By the end of the lesson, students will be able to narrate the attack to Juggernaut.</p> <p><b>Specific Objectives</b><br/>To describe short events from Juggernaut's life.</p> <p>To tell short stories based on images.</p>                                     | <p>Circumlocution<br/>Approximation</p> |
| <p><b>LESSON PLAN 3</b></p> | <p>Choosing the Strongest Pawn</p>         | <ul style="list-style-type: none"> <li>✓ <b>Prologue</b> (Narrative of the Lesson)</li> <li>✓ <b>The Beginning</b> (Warm-up)</li> <li>✓ <b>Main Missions</b> (Practice Stage)</li> <li>✓ <b>Raid Battle</b> (Production / Evaluation Stage)</li> </ul> <p><b>Epilogue</b> (Narrative of the Lesson/ Wrap Up)</p>     | <p><b>General Objective</b><br/>By the end of the lesson, students will be able to argue about who will defeat the Gate Guardian.</p> <p><b>Specific Objectives</b><br/>To describe plans orally regarding the battle against the Gate Guardian</p>   | <p>Circumlocution<br/>Word Coinage</p>  |

|                      |                                     |   |  |                                 |
|----------------------|-------------------------------------|---|--|---------------------------------|
|                      |                                     |   | To make judgments based on the Pawn`s descriptions   |                                 |
| <b>LESSON PLAN 4</b> | <b>Getting to Know Skullpion</b>    | <ul style="list-style-type: none"> <li>✓ <b>Prologue</b> (Narrative of the Lesson)</li> <li>✓ <b>The Beginning</b> (Warm-up)</li> <li>✓ <b>Main Missions</b> (Practice Stage)</li> <li>✓ <b>Raid Battle</b> (Production / Evaluation Stage)</li> </ul> <b>Epilogue</b> (Narrative of the Lesson/ Wrap Up) | <b>General Objective</b><br>By the end of the lesson, students will be able to give directions to get to Skullpion`s Castle. | Circumlocution<br>Paraphrasing  |
| <b>LESSON PLAN 5</b> | <b>Completing the Sacred Scroll</b> | <ul style="list-style-type: none"> <li>✓ <b>Prologue</b> (Narrative of the Lesson)</li> <li>✓ <b>The Beginning</b> (Warm-up)</li> <li>✓ <b>Main Missions</b> (Practice Stage)</li> <li>✓ <b>Raid Battle</b> (Production / Evaluation Stage)</li> </ul> <b>Epilogue</b> (Narrative of the Lesson/ Wrap Up) | By the end of the lesson, students will be able to describe and complete stories contained in scrolls                        | Circumlocution<br>Approximation |
| <b>LESSON PLAN 6</b> | Describing the Enemy                | <ul style="list-style-type: none"> <li>✓ <b>Prologue</b> (Narrative of the Lesson)</li> <li>✓ <b>The Beginning</b> (Warm-up)</li> <li>✓ <b>Main Missions</b> (Practice Stage)</li> <li>✓ <b>Raid Battle</b> (Production / Evaluation Stage)</li> </ul> <b>Epilogue</b> (Narrative of the Lesson/ Wrap Up) | By the end of the lesson, students will be able to describe the character and places` features.                              | Circumlocution                  |

To start with, the first workshop was known as Describing the Members of my Guild. This workshop has as a main objective to have students describe characters and narrate simple events related to the characters. The topic for this lesson plan is describing people and events, so this topic was adapted by using gamified words. In the prologue

stage, the teacher told a story to guide students into the whole lot of the lesson. This story talks about a Kingdom that must be saved by its warriors from evil forces. Students play the role of those warriors who need to be trained in order to defeat the enemy. In the Beginning stage, the teacher presents the vocabulary related to simple descriptions and prompts used to describe people, the students must create an avatar who represents themselves. After creating the avatar, students must describe orally in front of their classmates. In the main mission, students are given a text with the description of some characters of the game, they must read the text and paraphrase the information with a classmate. In the Raid Battle, students watch a video called The Story of Juggernaut. They must watch the video and describe the characters and the events orally. Finally, students tell how the plot of the game finishes by continuing the story the teacher told at the beginning of the workshop.

The second workshop is called Narrating a Warrior`s Legend. This workshop`s main goal is to have students narrate short events related to the game. As in workshop one, the teacher starts with the prologue, beginning a new episode of the story that had finished in the previous class. This new story continues with the main story of the game. In the beginning stage, students are given some pictures about Juggernaut. Students must take a look at the pictures and describe and narrate the possible events portrayed in the pictures. Then in the main mission phase, students are given a text, gamified as scroll, in which the story of juggernaut is told, but this story is not complete. Students must complete this story by narrating new events based on the information found in the scroll. Then in the Raid Battle, students are told they will have to fight against one of the leaders of the Evil Forces, but they have to tell the teacher how they want to defeat him. To do so, they must narrate a

series of events and strategies they want to use to accomplish this mission. Finally, students close the episode by narrating the epilogue of the lesson.

The third workshop is called Choosing the strongest Pawn. The objective of this lesson is to have students compare people and objects. The prologue starts with a new episode of the story started in workshops #1 and #2. Then students are told that one of them will be chosen to receive magical powers, to do so they have to show they are the best. In the Beginning stage, students are presented the vocabulary related to comparisons and superlatives, then they are asked to compare themselves with another classmate. In the main mission, students are given a text that contains the description of some weapons to be used in a battle, students must read the descriptions and make a comparison among them and select the best weapon. In the Boss Battle, students listen to an audio that contains two possible plans to defeat the evil forces. They must listen to the audio and make a comparison between both descriptions and select the best option for them. Finally, students finish the class by telling the epilogue of the workshop.

The fourth workshop is called Getting to know Skullpion. In this workshop the main objective was to give directions and recognize places. Students are told that they must battle against the leader of the Evil Forces, Skullpion. For this reason, they are asked to pick the weapons, but they have to follow a map the teacher gives them. Then students are given the map of Skullpion`s castle, so they have to design a route to get to the castle`s main chamber where Skullpion is. To do so, they have to give directions to create this route. Finally, students also close the class by telling the epilogue of the class.

In the fifth workshop, known as Completing the Sacred Scroll, the main objective was to paraphrase information contained in texts. In the Main missions, students were asked to read a text about a warrior known as Musashi. Students had to read the text and paraphrase the information in couples. Then students are given some texts with hieroglyphics, that must be translated into English to discover the hidden information in the text. After that, students must paraphrase the information that talks about how to defeat Skillpion. Finally, students tell the class` epilogue.

Finally, the last workshop, known as describing the enemy, seeks to have students be able to describe complex features of people, places and events. In the main mission, students watch a video that contains skullpion`s description. Students must watch it and write his description based on what they see. Also, students must design a plan that contains the strategies to defeat Skullpion, so they get into groups and must describe how they would battle Skullpion as part of the Boss Battle. Finally, students finish the story that was developed during workshops 1,2,3,4,and 5.

### **4.3 Action Stage**

As a result of the diagnostic stage, it could be identified that sixth graders had difficulties when using English orally. These hindrances are related to lack of fluency, lack of speaking confidence, speaking anxiety and not using communication strategies in the classroom. Based on this information, there is a need to propose a variety of activities that promote and ameliorate the use of speaking in the EFL classroom.

To foster the use of speaking in a sixth grade English class, six lesson plans were designed and applied. These workshops` main focuses are gamification and speaking since they are the main constructs of this study. The language functions taught through the six workshops were chosen from the school curriculum. In addition, these lesson plans have been adapted to a gamified environment chosen and designed by the learners.

This action stage has been divided into three phases in which Kemmis and McTaggart (1988) spiral model has been used: “planning, acting, observing and analyzing” (p.5). Each phase encompasses two lesson plans and their analysis drawn from the occurrences gathered through the pawing technique, which according to Bernard (2000) is one of the techniques used in qualitative research to identify items that are repeated several times. In fact, this technique groups themes into colour codes.

During each phase of the action stage, the researcher gathered information through a teacher's journal, a survey and an external observer checklist as instruments to collect data.

### Lesson Plans

| LESSON PLAN   | TOPIC                               | STAGES   | OBJECTIVE  | STRATEGIES                     |
|---------------|-------------------------------------|--|--|--------------------------------|
| LESSON PLAN 1 | Describing the members of my Guild. | <ul style="list-style-type: none"> <li>✓ <b>Prologue</b> (Narrative of the Lesson)</li> <li>✓ <b>The Beginning</b> (Warm-up)</li> <li>✓ <b>Main Missions</b> (Practice Stage)</li> <li>✓ <b>Raid Battle</b> (Production / Evaluation Stage)</li> <li>✓ <b>Epilogue</b> (Narrative of the Lesson/ Wrap Up)</li> </ul> | <p><b>General Objective</b><br/>By the end of the lesson, students will be able to create their own guild and describe the World of Lumina</p> <p><b>Specific Objectives</b><br/>To paraphrase</p> | Circumlocution<br>Paraphrasing |

|                             |  |  |   |                                     |
|-----------------------------|--|--|---|-------------------------------------|
|                             |  |  | <p>information related to simple descriptions</p> <p>To tell stories based on the game characters</p>   |                                     |
| <p><b>LESSON PLAN 2</b></p> | <p><b>NARRATING A WARRIOR'S LEGEND</b></p> | <ul style="list-style-type: none"> <li>✓ <b>Prologue</b> (Narrative of the Lesson)</li> <li>✓ <b>The Beginning</b> (Warm-up)</li> <li>✓ <b>Main Missions</b> (Practice Stage)</li> <li>✓ <b>Raid Battle</b> (Production / Evaluation Stage)</li> </ul> <p><b>Epilogue</b> (Narrative of the Lesson/ Wrap Up)</p> | <p><b>General Objective</b><br/>By the end of the lesson, students will be able to narrate the attack to Juggernaut.</p> <p><b>Specific Objectives</b><br/>To describe short events from Juggernaut's life.</p> <p>To tell short stories based on images.</p>   | <p>Circumlocution Approximation</p> |
| <p><b>LESSON PLAN 3</b></p> | <p>Choosing the Strongest Pawn</p>         | <ul style="list-style-type: none"> <li>✓ <b>Prologue</b> (Narrative of the Lesson)</li> <li>✓ <b>The Beginning</b> (Warm-up)</li> <li>✓ <b>Main Missions</b> (Practice Stage)</li> <li>✓ <b>Raid Battle</b> (Production / Evaluation Stage)</li> </ul> <p><b>Epilogue</b> (Narrative of the Lesson/ Wrap Up)</p> | <p><b>General Objective</b><br/>By the end of the lesson, students will be able to argue about who will defeat the Gate Guardian.</p> <p><b>Specific Objectives</b><br/>To describe plans orally regarding the battle against the Gate Guardian</p> <p>To make judgments based on the Pawn's descriptions</p> | <p>Circumlocution Word Coinage</p>  |

|                      |                                     |   |  |                                 |
|----------------------|-------------------------------------|---|--|---------------------------------|
| <b>LESSON PLAN 4</b> | <b>Getting to Know Skullpion</b>    | <ul style="list-style-type: none"> <li>✓ <b>Prologue</b> (Narrative of the Lesson)</li> <li>✓ <b>The Beginning</b> (Warm-up)</li> <li>✓ <b>Main Missions</b> (Practice Stage)</li> <li>✓ <b>Raid Battle</b> (Production / Evaluation Stage)</li> </ul> <b>Epilogue</b> (Narrative of the Lesson/ Wrap Up) | <b>General Objective</b><br>By the end of the lesson, students will be able to give directions to get to Skullpion`s Castle. | Circumlocution<br>Paraphrasing  |
| <b>LESSON PLAN 5</b> | <b>Completing the Sacred Scroll</b> | <ul style="list-style-type: none"> <li>✓ <b>Prologue</b> (Narrative of the Lesson)</li> <li>✓ <b>The Beginning</b> (Warm-up)</li> <li>✓ <b>Main Missions</b> (Practice Stage)</li> <li>✓ <b>Raid Battle</b> (Production / Evaluation Stage)</li> </ul> <b>Epilogue</b> (Narrative of the Lesson/ Wrap Up) | By the end of the lesson, students will be able to describe and complete stories contained in scrolls                        | Circumlocution<br>Approximation |
| <b>LESSON PLAN 6</b> | Describing the Enemy                | <ul style="list-style-type: none"> <li>✓ <b>Prologue</b> (Narrative of the Lesson)</li> <li>✓ <b>The Beginning</b> (Warm-up)</li> <li>✓ <b>Main Missions</b> (Practice Stage)</li> <li>✓ <b>Raid Battle</b> (Production / Evaluation Stage)</li> </ul> <b>Epilogue</b> (Narrative of the Lesson/ Wrap Up) | By the end of the lesson, students will be able to describe the character and places' features.                              | Circumlocution                  |

### Phase One

The first phase of the action stage encompasses lesson plan #1 *Lumina`s Savior* and lesson plan #2 *The legend of Juggernaut*. This first phase seeks to identify students' perceptions towards the articulation of gamification with the English classes as well as observing its impact on students` speaking skill.



Lesson plans #1 and #2 are divided into five class stages that have been adapted to a gamified context and game mechanics (Kapp, 2012; Chou, 2016): Prologue (Narrative/ Warm Up), The Beginning (Presentation), Main Missions (Practice), Raid Battle (Production/ Evaluation) and Epilogue (Narrative). These elements describe the plot of a story that is developed through the application of the six workshops. In fact, each lesson plan represents one episode of the whole story.

On the first-class stage, known as *Prologue*, both teacher and students tell a story that contains a contextualization of the gamified vocabulary students face during the rest of the lesson, the objective learners must reach and the plot of the episode covered in the lesson.

Secondly, on *The Beginning* stage in workshop #1, students describe themselves as the avatars or characters of the game, including elements such as their name, the place where they come from, a physical description and ability they have while in lesson #2, students get into pairs to describe one game character called Juggernaut.

On the other hand, in lesson plan #1, students are given a text that describes Lumina, which is the kingdom created for the game. Also, this text has a description of Luminian villagers, so students read the information and share it with their classmates orally. The third task from lesson plan 2 consists of giving students a set of pictures in order to create a sequence of events that must be shared with the rest of the classroom.

The fourth task from workshop #1 is about watching a video called “The Story of Juggernaut”, which is a character that can help students accomplish their mission. Students must watch this video, get into groups and describe what they understand from the video

whereas in lesson #2, students must design a map that can help them get to the enemy`s shelter.

Finally, during the epilogue stage in both workshops, students must tell how the story of the episode developed in class ends.

### **Phase One Analysis**

Three instruments were administered to collect data during and at the end of phase one. They were one teacher`s journal that was used to keep track of the classroom dynamics and reflect upon changes, actions and comments (Burns, 2001); an external observation checklist, both applied during the first phase and one survey administered at the end of the second workshop in order to identify students` thoughts, trends and patterns taken from the action stage (Dornyei, 2003).

The following table illustrates better the instruments and techniques used through phase one:

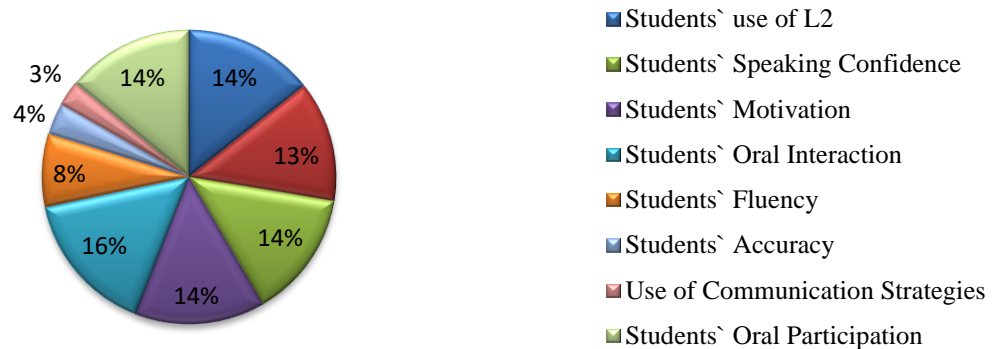
| <b>Instruments and Techniques- Phase One</b>  |   |               |
|---|---|---------------|
| <b>Instrument</b>   | <b>Technique</b>  | <b>Author</b> |
| <ul style="list-style-type: none"> <li>✓ Teacher`s Journal</li> <li>✓ Survey</li> </ul> | <ul style="list-style-type: none"> <li>✓ Notes and Diaries (Observational)</li> <li>✓ Questionnaires (Non-observational)</li> </ul> | Burns (2001)  |

|             |   |  |
|-------------|---|--|
| ✓ Checklist | ✓ External Observation<br>(Observational) |  |
|-------------|---|--|

The following table and graph show the occurrences obtained from the administration of the three instruments.

| Code                            | Journal | External Observation | Survey | Frequencies | %   |
|---------------------------------|---------|----------------------|--------|-------------|-----|
| Students` use of L2             | 21      | 4                    | 16     | 41          | 14% |
| Students` Speaking Confidence   | 10      | 6                    | 24     | 40          | 14% |
| Students` Motivation            | 6       | 5                    | 30     | 41          | 14% |
| Students` Oral Interaction      | 9       | 6                    | 30     | 45          | 16% |
| Students` Fluency               | 4       | 3                    | 16     | 23          | 8%  |
| Students` Accuracy              | 5       | 1                    | 4      | 10          | 4%  |
| Use of Communication Strategies | 2       | 1                    | 5      | 8           | 3%  |
| Students` Oral Participation    | 7       | 9                    | 24     | 40          | 14% |

## PHASE ONE ANALYSIS



According to the results from graph 1, the first code Students' Use of L2 was identified among the three instruments. This category displayed 14% of the codes found in phase one. The evidence obtained from this code shows that during the first phase, students used English as the language for communicating in the classroom while doing the activities proposed in workshops one and two. This code supports some of the answers registered by students in the survey.

Question three from the survey *Cuál de las cuatro habilidades (Listening, Speaking, Reading, Writing) he fortalecido más a través de la implementación del juego Lumina Kingdom en la clase de inglés? Por qué?* determined that sixteen students, who represent 53.3 % of the participants, consider that speaking has been fostered through the application of the game. As a matter of fact, this percentage is supported by some of the students' comments such as:

*Estoy hablando más en inglés porque el juego es muy divertido y así aprendo más palabras y no me da miedo hablar. (I am speaking more English since the game is fun, so I can learn more words and I am not afraid of speaking)*

*El speaking porque el juego no es muy difícil de jugar y me divierto mucho y antes del juego yo no hablaba mucho inglés. (Speaking because the game is not hard to be played, I have fun and before playing the game, I did not speak English).*

On the other hand, this information is confirmed by the comments registered in the checklist filled by the external observer. In fact, descriptor #1 *Students use English as the main vehicle for communicating while playing the game* establishes that students were using more English in the classroom while they were doing the activities related to the game. The comments made by the external observer state that:

*What I perceive from the class is that most of the students are making a big effort to use English. Even though they are making a lot of grammar mistakes and they don't have a wide vocabulary, they are trying and that is very important. I also see that when they are working in groups, they sometimes use English independently, I mean, without the teacher observing them.*

Descriptor #2 *The activities proposed through the game help students to use English in the classroom* is also related to this code. The external observer stated that

*The activities are well-planned for an A2 class. They are very well distributed, with very simple instructions and simple language for students, so those aspects allow them to start using English in spite of their incapability to keep talking for long periods of time. For example, I really liked the activity in which they had to create a*

*map to get to the villain`s place because I saw they understood the places of the city without actually seeing them traditionally. They were able to describe and give directions through speaking because they were very motivated and the words were not complex at all. I saw them laughing and enjoying the activities. I also think that the activities have helped them speak a little bit more because they are not being graded quantitatively and I have seen that the teacher gives them good feedback.*

Graph one also shows that one of the codes with the highest percentage is Students Oral Interaction with 16% of the occurrences on this first phase of the evaluation stage. The information obtained during the application of the workshops and the implementation of the instrument determined that students interacted in English while developing the gamified activities proposed by the teacher. The teacher`s journal confirms this statement:

*At the very beginning, students tended to do group activities but in Spanish, but I noticed that today, February 12<sup>th</sup>, 2020, some of the students tried to speak in English more when they did Juggernaut`s description. I saw that they felt like living the game, so that motivated them a little bit more. For example, Mateo Rivera came up with a very nice plan to defeat Juggernaut and I saw him excited when sharing his plan using some English in his guild.*

Question #8 from the survey *Describe cómo interactúas con tus compañeros cuando se utiliza el juego Lumina Kingdom* provides information to the Oral Interaction code since some of the students saw the game as an opportunity to use English little by little through the interaction and support given by their classmates

*Cuando el teacher Jairo nos puso a hacer el mapa de la Gren Cave fue muy divertido porque entendí las palabras y mis amigos Juan Pablo y Merchan me ayudaron y usamos las palabras y el teacher nos dijo que very good.*

When it comes to one of the constructs of this study, which is fluency, the application of the three instruments revealed that it appeared twenty-three times in the analysis, representing 8% of occurrences of the first phase. Even though this construct is not as frequent as the other ones, it was observed that in spite of some difficulties regarding grammar, syntax, etc., gamified activities helped students to speak in English more and better.

Descriptor 5 from the external observation checklist *The game allowed students to speak better and more fluently in the classroom*, it could be observed that even though students had difficulties with grammar and tenses, they showed a more complete speech.

*I saw students very engaged in the game and the language because I perceived they were not under pressure to use English. For instance, the group or guild #2 was able to describe the game's character biography in spite of the mistakes they made with the past simple. Also, this guy Gavimay tried to speak in English. He paused a lot, but he is making a big effort to do it. I think that if Jairo continues engaging students in this way, they will improve their level a lot.*

Most data gathered from the first phase establishes that gamification has lowered students' speaking anxiety and has helped them speak more in the English class; however, they still have some other aspects to be strengthened such as accuracy and fluency itself,

taking into consideration that the first part of the implementation is just showing some results.

## **Phase Two**

The second phase of the evaluation stage encircled lesson plan #3 *Choosing the Strongest Pawn* and lesson plan #4 *Getting to Know Skullpion*. The main objectives of the second phase were to analyze the impact that gamification had on students' speaking skills and to identify students' thoughts towards the implementation of the game *Lumina Kingdom* in the English class.

Lesson plans #3 and #4 were divided into five class stages that were adapted to a gamified context and game mechanics (Kapp, 2012; Chou, 2016): Prologue (Narrative/ Warm Up), The Beginning (Presentation), Main Missions (Practice), Raid Battle (Production/ Evaluation) and Epilogue (Narrative). These elements depicted how the story from phase one (Workshop 1 and 2) continued.

The *Prologue* of both lesson plans focused on contextualizing students on the plot of the story remained from phase one as well as providing the gamified vocabulary to be used throughout the development of workshops three and four. Besides, the *Main Missions* in both lesson plans were focused on giving descriptions and directions related to the characters, items and places displayed in the game; making decisions and arguing were also part of the workshops. The *Raid Battle* stage led students to infer from the general information provided and tell plans designed by them to defeat the bosses of the game. Finally, the *Epilogue* was about closing the episodes developed as part of the game.

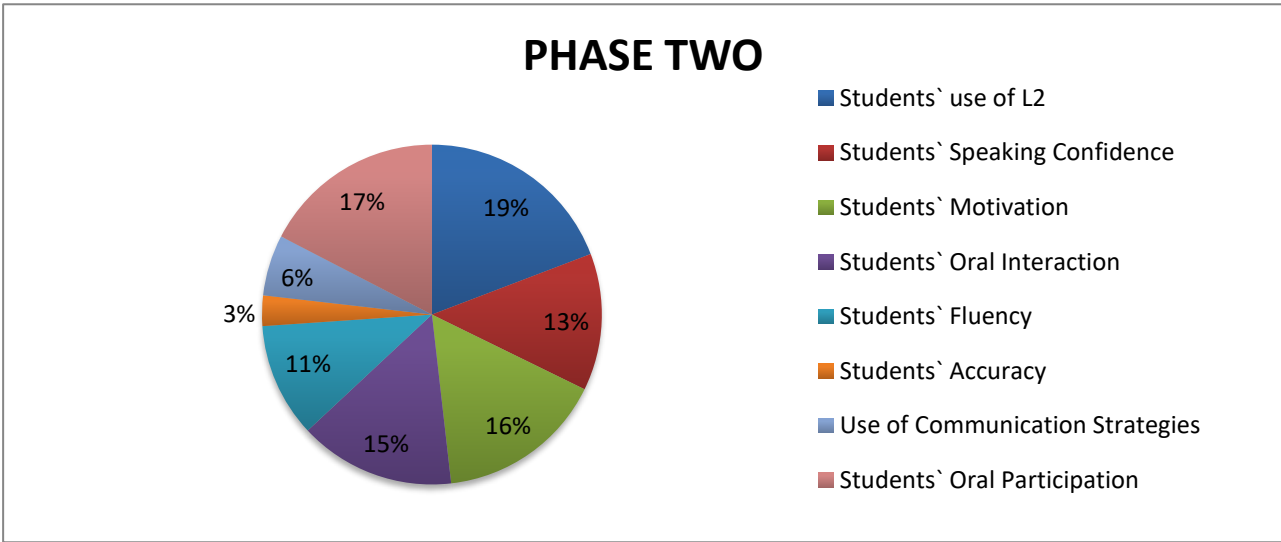
## **Phase Two Analysis**



The three instruments used in phase one was also used in phase two. A teacher's journal was kept to have a source of information about participants` performance (Stringer, 1996); as an observation instrument, an external evaluator checklist was also used to check gamification impact on students` performance. Finally, the student`s survey was administered to assess the effectiveness of gamification in the class.

The following table and graph show the occurrences obtained from the administration of the three instruments.

| <b>Code</b>                            | <b>Journal</b> | <b>External Observation</b> | <b>Survey</b> | <b>Frequencies</b> | <b>%</b> |
|--|----------------|-----------------------------|---------------|--------------------|----------|
| <b>Students` use of L2</b>             | 24             | 9                           | 20            | 53                 | 19%      |
| <b>Students` Speaking Confidence</b>   | 15             | 9                           | 12            | 36                 | 13%      |
| <b>Students` Motivation</b>            | 4              | 10                          | 30            | 44                 | 16%      |
| <b>Students` Oral Interaction</b>      | 9              | 12                          | 20            | 41                 | 15%      |
| <b>Students` Fluency</b>               | 9              | 9                           | 12            | 30                 | 11%      |
| <b>Students` Accuracy</b>              | 5              | 2                           | 1             | 8                  | 3%       |
| <b>Use of Communication Strategies</b> | 4              | 9                           | 3             | 16                 | 6%       |
| <b>Students` Oral Participation</b>    | 7              | 17                          | 24            | 48                 | 17%      |



According to the results from graph 1, the first code Students' Use of L2 was identified among the three instruments. This category displayed 19% of the codes found in phase two; in fact, this code increased 5% compared to phase one. The evidence obtained from this code shows that during the second phase, students used English more frequently as the main vehicle of communication while doing the activities proposed within the game Lumina Kingdom.

Descriptor #1 from the external observation checklist *Students use English as the main vehicle for communicating while playing the game* establishes that students were using more English in the classroom while they were doing the activities related to the game. The comments made by the external observer state that:

*“This time I could notice that fifth graders are not speaking Spanish that much. I think this is happening because the activities proposed are very engaging*

*and allow them to use simple language to communicate. The fact that Jairo introduces the game words at the beginning makes students have more elements to speak confidently”.*

Besides, descriptor # 7 From this instrument, *students communicate in English despite the lack of vocabulary* supports the fact of students using English to communicate by establishing that students compensate their lack of some words by creating new ones even though these words are not part of the English language lexicon.

*“Something very particular about this observation is that some of the students preferred to make up new words when participating. I remember the last time I observed them, I saw some of them were using Spanish or preferred not to talk. In this class, I was pleased to hear students saying things like “teacher, the monster scorpion has venenus to kill the people. I have the arm to kill he” Even though grammar was not correct, it was wonderful to hear them saying those sentences”.*

Question three from the survey *Cuál de las cuatro habilidades (Listening, Speaking, Reading, Writing) he fortalecido más a través de la implementación del juego Lumina Kingdom en la clase de inglés? ¿Por qué?* determined that eighteen students, who represent 60% of the participants, considered that speaking was the skill they have ameliorated the most.

*“Estoy mejorando speak porque el juego es divertido, ya conozco más palabras y las uso cuando hablo . (I am improving speaking because the game is fun and I know more words when speaking)”*

*“El speaking porque conozco mas palabras y no quiero perder los experience points y ya cuento historias en ingles (Speaking because I know more words and I do not want to lose my experience points and I can tell stories in English)”*

Another code obtained from the application of the three instruments was *Students` Fluency* with 11% of the frequencies in phase two. The data gathered from this code sets that students were more fluent during the implementation of the game *Lumina Kingdom*. In fact, question #5 from the students` survey *La implementación de los juegos en clase me ha permitido sentirme mejor al momento de hablar y/o interactuar con los demás compañeros en clase* showed that 24 students who represent the 80% of the participants of the study said that they were *totalmente de acuerdo* when they were asked if they spoke better when playing the game.

Moreover, descriptor #5 from the external observation checklist *the game allowed students to speak better and more fluently in the classroom* revealed that as students` motivation increased, they could speak more fluently in the gamified activities.

*“I can notice students speech is long and they don't pause that much. Of course, some of them still use fillers such as uh, mmm, etc but that is normal. I think their fluency is better because they are not afraid of mistakes since Jairo has the capacity of being down to earth when giving feedback, he is not rude. Moreover, students are very motivated to speak better because they don`t want to lose any of the rewards Jairo gives them for using English in the class”.*

The teacher`s journal also complemented the information taken from the instruments by claiming that students are not fluent because they do not have to focus on the formal aspects of language such as accuracy, meaning that lessons have a more functional approach.

*“When students were working in the guilds to choose the weapons, they were going to use to defeat the Gate Guardian, I noticed that it was easier for them to structure speech because they did not have to memorize a grammar structure, but use the words I showed them with their background knowledge. I could also perceive it because they were able to speak more continuously despite the misuse of tenses and parallel structures when talking”.*

Another code discovered after the implementation of the instruments in phase two was *student`s motivation*. This code represented 16% of the occurrences. From this category, it was observed that gamification fosters motivation leading students to a more communicative use of the language; actually, question #2 from students` survey *Describe que tan motivado te sientes con la clase de inglés después de la implementación del juego Lumina Kingdom* stated that students` motivation increased while affective filtered lowered.

*“El juego de Lumina me motiva porque aprendo inglés de manera divertida y no me siento como estudiando, me gusta mucho (The game Lumina makes me motivated because I learn English in a fun way and I do not feel like studying. I like it very much.)”.*

*“Me siento muy feliz con el juego porque no me da miedo que el teacher jairo me corrija y así aprendo jugando en inglés (I feel very happy with the game because I am not afraid of teacher Jairo`s corrections, so I can learn English by playing)”.*

The external observation checklist showed that students` motivation increased due to the use of rewards and leaderboards. Descriptor #6 Students motivation is fostered through the implementation of the game Lumina Kingdom revealed the following information:

*“Students are motivated by this approach because they are living in a different dimension; I can observe they really like the class with Jairo and they are always expecting to have some new in the game Jairo proposes. Apart from that, students feel encouraged to participate because they get the experience points if they participate in English and they can get to different levels if they do the activities well. For example, when ss participated in the activity in which they had to ambush the enemy by coming up with a plan, they were very happy to see who was going to win the virtual coins Jairo promised them”.*

Finally, another category gathered from the implementation of the three instruments was students` oral interaction with 15% of the frequencies in phase two. Results showed that oral interaction became a need to communicate within groups and it was also the result of getting rewards to complete group tasks. To exemplify, the question #8 from the survey *Describe como interactúas con tus compañeros cuando se utiliza el juego en la clase de inglés* revealed that:

*“Hago el intento de hablar más en inglés cuando trabajamos en grupo porque si no lo hacemos, no ganamos los puntos del guild (I try to speak in English when I work in groups. If we don't do it, we don't get the guild points)”.*

*“A veces les hablo a mis amigos en inglés para que ellos me corrijan y así hacer las actividades que el teacher pone. Mis amigos me corrigen si hablo mal o yo les corrijo si hablan mal, pero como el teacher nos muestra las palabras en inglés, pues es más fácil con mis amigos (Sometimes I speak English with my friends to be corrected and do the activities the teacher gives us. My friends correct me if I speak in a wrong way and the other way around, but it is easier to speak English because the teacher shows us the words)”.*

Furthermore, descriptor #8 from the external observation checklist *students interact in English while playing Lumina Kingdom* established that oral interaction in the classroom was directly connected to rewards since students were looking to be upgraded in the game. This statement was supported by the following extract:

*“During this observation, I can see students scolding each other when they are doing the activities in Spanish. I hear some of them saying “Oiga, el teacher nos va a quitar los puntos y no vamos a ganar. In English!, in English!”.* Students are feeling committed to speaking in English with people who are not their teacher because they have that sense of competing in the class among the other groups and themselves”.

Thus, phase two set that fluency was fostered due to the lowering of students` affective filter, students` intrinsic and extrinsic motivation and the functional focus of the English classes.

### **Phase Three**

The third phase of the evaluation stage included lesson plan #5 Choosing the Strongest Pawn and lesson plan #6 Getting to Know Skullpion. The main objectives of the third phase were to analyze how gamification impacted students` speaking skills and to identify students` final perceptions towards the implementation of the game the Lumina Kingdom in the English class.

Lesson plans #5 and #6 consisted of five class stages adapted to a gamified context and game mechanics (Kapp, 2012; Chou, 2016): Prologue (Narrative/ Warm Up), The Beginning (Presentation), Main Missions (Practice), Raid Battle (Production/ Evaluation) and Epilogue (Narrative). These class stages described how the story from phase one and phase two (Workshop 1, 2, 3 and 4) ended, creating a complete narration of a game story. As in four of the workshops, the Prologue of both lesson plans focused on contextualizing students on the plot of the story remained from phase one as well as providing the gamified vocabulary to be used throughout the development of workshops three and four. Besides, the Main Missions in both lesson plans focused on giving descriptions and directions related to the characters, items and places displayed in the game; making decisions and arguing were also part of the workshops. The Raid Battle stage led students to infer from the general information provided and tell plans to defeat the game bosses. Finally, the Epilogue was about closing the episodes developed as part of the game.



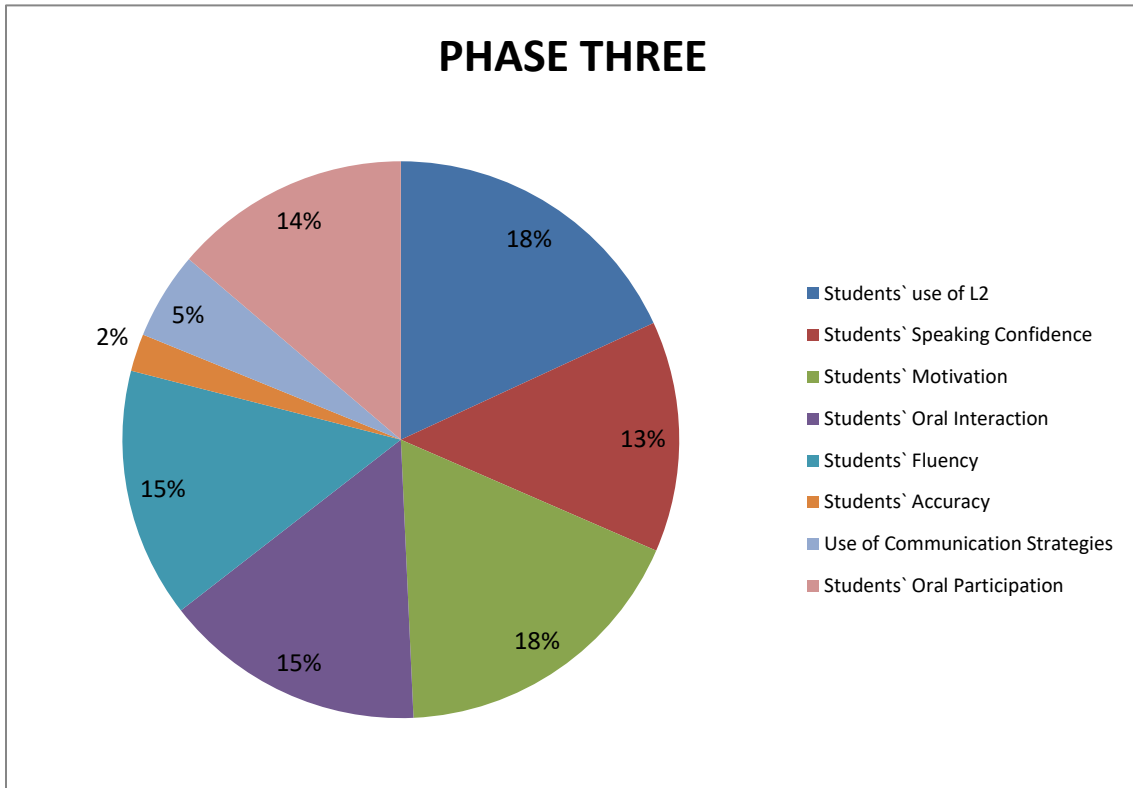
### Phase Three Analysis

During the last phase of the evaluation stage, 3 instruments were designed and administered to analyse the impact of lesson plans five and six. A teacher's journal to have a source of information about participants` performance (Stringer, 1996); as an observation instrument, an external evaluator checklist was also used to check the gamification impact on students` performance. Finally, a student`s survey administered to assess the effectiveness of gamification in the class.

The following table and graph show the occurrences obtained from the administration of the three instruments.

| Code                            | Journal | External Observation | Survey | Frequencies | %   |
|---------------------------------|---------|----------------------|--------|-------------|-----|
| Students` use of L2             | 24      | 18                   | 8      | 50          | 18% |
| Students` Speaking Confidence   | 16      | 9                    | 12     | 37          | 13% |
| Students` Motivation            | 7       | 12                   | 30     | 49          | 18% |
| Students` Oral Interaction      | 10      | 17                   | 15     | 42          | 15% |
| Students` Fluency               | 12      | 18                   | 10     | 40          | 15% |
| Students` Accuracy              | 2       | 2                    | 2      | 6           | 2%  |
| Use of Communication Strategies | 2       | 9                    | 3      | 14          | 5%  |

|                                     |    |    |    |    |     |
|-------------------------------------|----|----|----|----|-----|
| <b>Students` Oral Participation</b> | 10 | 17 | 11 | 38 | 14% |
|-------------------------------------|----|----|----|----|-----|



According to the results of graph 1, the first code Students` Use of L2 was identified in the three instruments. This category displayed 18% of the codes found in phase two, which displayed that this code decreased 1% compared to phase two. The evidence obtained from this code shows that during the third phase, students used English frequently to communicate in class when being exposed to a gamified class.

Descriptor #1 from the external observation checklist *Students use English as the main vehicle for communicating while playing the game* establishes that students were using more English in the classroom while doing the gamified activities.

*I am very impressed because of the improvement students have showed during this time of playing the game. Students who barely spoke, are using more English and they don't seem to be afraid of speaking. Students are communicating more fluently and accurately. It is very nice to see that they are telling stories, they don't stop that much to talk and they feel motivated.*

Additionally, another code obtained from the implementation of the third phase was Students' Fluency with 15% of occurrences. This code established that students were more fluent in English after playing the game the Lumina Kingdom. Indeed, question #9 from students' survey *Que aprendiste despues de haber jugado Lumina Kingdom en la clase de inglés?* confirmed this piece of evidence. *Yo aprendi a hablar en ingles porque el teacher nos expuso mucho a hablar y no me dio miedo. Contamos historias, hicimos mapas y estrategias para derrotar al enemigo y en inglés (I learned to speak English because the teacher exposed us to talk a lot and I was not afraid of that. We told stories, made maps and came up with strategies to defeat the enemy and we did it in English)*

Also, descriptor 2 from the external observation checklist *Students are fluent in English while playing the game* ratified the impact of gamified English classes on students' fluency.

*Students really became more fluent. Grammar did not improve that much because they still make a lot of mistakes, but they are in 6<sup>th</sup> grade, so they will have time to correct that.*

*However, the aspect I highlight from Jairo's idea is that students felt free to speak in*

*English and they were also motivated because the leaderboard and the experience points were an extra thing that boosted English communicative competence in students. I was very satisfied to see how these tiny little kids created like a whole story in English that could perfectly be the plot of a videogame or a book; they were eager to participate in English and students who were initially failing have improved their level and their grades a lot.*

Another code obtained in the last phase of the evaluation stage was Students Speaking confidence. This category displayed 13% of all the frequencies revealing that students who made part of this research study were more confident when using English to speak during the implementation of the gamified lessons. Question 4 for students' survey *Me senti en confianza al hablar en ingles mientras jugue the Lumina Kingdom en la clase de ingles* set that 24 students, 80% of the population, expressed they felt more confident now at speaking in the classroom than before. Besides, the teacher's journal kept during the application of the instruments supported this idea by stating that students' affective filter was lowered because of the motivational aspects that gamification offered as the use of leaderboards, life points, virtual coins, etc.

Finally, one of the categories after the third phase of the evaluation stage was Students Oral Interaction. This category represented 15% of the frequencies obtained. Regarding this category, it was observed that students ameliorated interaction through the use of English as a foreign language. That is, students were encouraged to use English to communicate with their peers. Question 5 from the students' survey *Describe Como interactuabas con tus companeros en la clase de ingles* revealed some evidence to support this finding.

*Casi todas las actividades eran en grupo y teníamos que hablar en inglés con nuestros compañeros por ejemplo cuando estábamos haciendo el plan para derrotar a skullpion yo le hablaba ingles a mis amigos y si no sabia la palabra, le preguntaba al teacher o mis amigos me decían dictionary ya hasta les hablo a mis papas en english en la casa (Most of the activities were in groups, so we had to speak English to each other; for example, when we were doing the plan to defeat skullpion I spoke English with my classmates and if I did not know the word, I asked the teacher or my friend told me dictionary. Currently, I even speak English at home with my parents).*

*Yo interactuo con las actividades en grupo que tenia el juego, si uno de nosotros hablaba en espanol, el otro lo reganaba porque sabiamos que teniamos que habar en ingles para completar la mission y para ganar puntos (I interacted though the group activities the game had. If one of us spoke Spanish, this person was scolded by the others because we knew we had to use English to accomplish the mission and to get the points.*

This code is also supported by descriptor 8# from the external observer checklist Students use English to interact in the classroom since it revealed that speaking English became a habit in the classroom.

*I would say most of the students are making an effort to speak in English. It is very nice to see how these kids don't have to be told to speak the language, they are doing it natural in spite all of the grammar mistakes they make. Also, they have strengthened teacher- students interaction because they are trying to compensate their lack of vocabulary with different strategies except using Spanish when talking to Jairo. I also notice that students correct among themselves when someone is not following the instruction of using only English.*

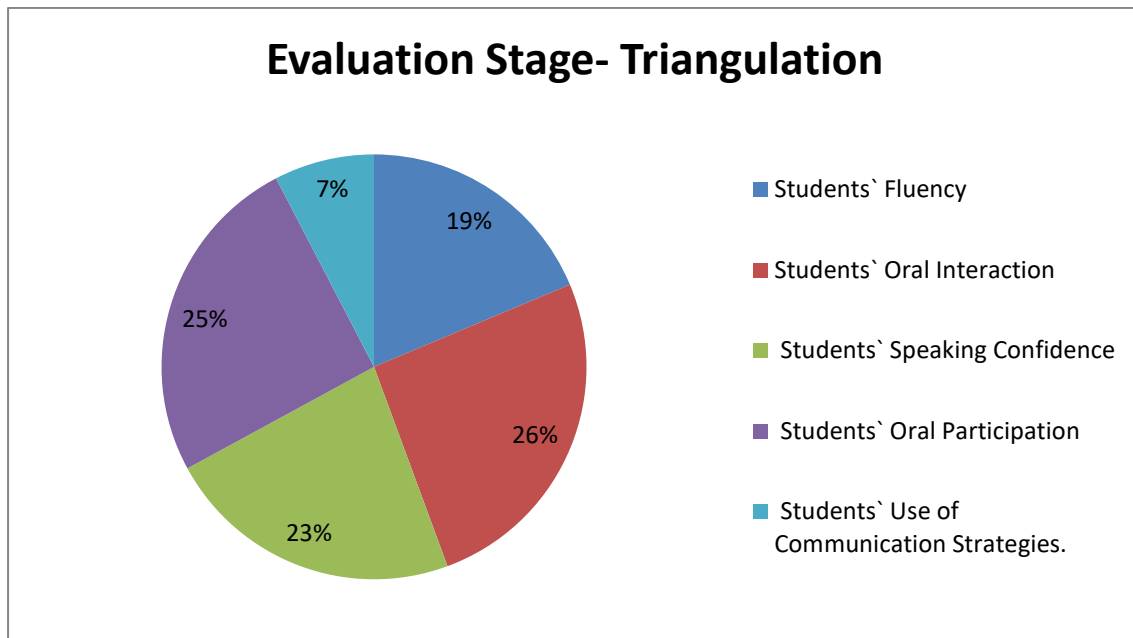
The third phase of the evaluation stage confirmed the importance of gamification of the speaking skill in spite of not encompassing structural aspects of the language learning process such as accuracy.

### Data Triangulation

After celebrating the three stages of the evaluation stage and applying the survey, the teacher`s journal and the external observer checklist as data collection instruments, five categories could be identified with different frequencies among the instruments:

| Code/Category                                     | Operationalization  | Data Collection Instruments |        |                   |         |        |                   |         |        |                   | Total | %   |
|---|---|-----------------------------|--------|-------------------|---------|--------|-------------------|---------|--------|-------------------|-------|-----|
|   |   | Phase 1                     |        |                   | Phase 2 |        |                   | Phase 3 |        |                   |       |     |
|   |   | Journal                     | Survey | External Observer | Journal | Survey | External Observer | Journal | Survey | External Observer |       |     |
| <b>Students` Fluency</b>                          | Students` ability to communicate orally and continuously            | 4                           | 16     | 3                 | 9       | 12     | 9                 | 12      | 10     | 18                | 93    | 19% |
| <b>Students` Oral Interaction</b>                 | Students` ability to communicate with others                        | 9                           | 30     | 6                 | 9       | 20     | 12                | 10      | 15     | 17                | 128   | 26% |
| <b>Students` Speaking Confidence</b>              | Student`s confidence to use English as the vehicle of communication | 10                          | 24     | 6                 | 15      | 12     | 9                 | 16      | 12     | 9                 | 113   | 23% |
| <b>Students` Oral Participation</b>               | Student`s active participation through speaking                     | 7                           | 24     | 9                 | 7       | 24     | 17                | 10      | 11     | 17                | 126   | 25% |
| <b>Students` Use of Communication Strategies.</b> | Students` use of compensation strategies when lacking lexicon.      | 2                           | 5      | 1                 | 4       | 3      | 9                 | 2       | 3      | 9                 | 38    | 7%  |

## 4.4 EVALUATION STAGE



After conducting the pedagogical intervention, five categories emerged from the analysis. The first category displayed was students' fluency with 93 occurrences, 19% of the codes obtained. In this item, it was observed that the term fluency appeared more frequently as long as the three phases were developed. For instance, in phase one, fluency had 23 frequencies; in phase two, it was perceived 30 times while in phase three, it appeared 40 times which means that students improved their fluency in every stage of the application of the workshops.

The second code gathered from the action and evaluation stage was students' oral interaction. This code had the highest number of frequencies in the evaluation stage with 128 occurrences, representing the 26% of the codes. This percentage established that during the pedagogical intervention, students were capable of interacting with their classmates in English more often. Even though this code was more observable during phase one, it was also highly developed during phase two and three.

Students' speaking confidence was the third code displayed in this study. This code represented 23% of the occurrences depicted in the evaluation stage. This code appeared 113 times, expressing that students were fearless to use English as the main vehicle of communication during the pedagogical intervention. Also, it can be mentioned that this code did not increase progressively. Stated differently, frequencies varied in the three stages of the evaluation stage.

Another category examined in the pedagogical intervention was students' oral participation. This code had the second-highest number of frequencies with 126 occurrences, representing the 25% of the codes. These frequencies determined that students used English to participate actively in the gamified activities proposed throughout the six workshops. That is, students felt encouraged to participate while using the oral aspect of the English language.

The last code analyzed in the evaluation stage of the pedagogical intervention was Students' use of communication strategies. Although this category displayed the lowest number of frequencies (38), representing 7% of all the codes, it determined that students used compensation strategies to communicate in the classroom when they lacked lexicon. This category was highly depicted during phase two and phase three since students had developed other sub-skills such as oral interaction, speaking confidence, oral participation and fluency.

### **Pre Test and Post-Test**

After implementing different data collection instruments, results regarding the impact of gamification on speaking were analysed. Nonetheless, these results were verified



through the application of a pre-test to have a starting point on students' language level and a post-test to measure students' improvement towards their English oral proficiency. Pre and post-tests are defined by Malik and Alam (2019) as assessment tools whose main objective is to establish a comparison of participants' knowledge before and after the researcher's intervention. In this study, the Cambridge YLE Flyers was used as pre and post-test to have a baseline on students' language proficiency level before and after the implementation of gamified classes. Moreover, YLE Flyers tested the four basic communication skills: Speaking, Listening, Reading and Writing. This test assessed students' communicative competence from Pre A1 to A2 level according to the Common European Framework of Reference. In addition to this, the speaking test was assessed through an interview that required students to know about personal information, descriptions, storytelling and comparisons.

YLE Flyers test classifies students' performance with shields. Pre A1 is obtained when the participant scores from one to four shields; A1 when the applicant scores from five to eight shields and A2 when scoring from nine to ten shields.

Table 1 shows the results of the pre-test, while table 2 reveals the results of the post-test applied after the pedagogical intervention.

| Skill Scores | Shields  |
|--------------|--|
| 90-100       |  |
| 85-89        |   |




|       |   |
|-------|---|
| 70-84 |  |
| 45-69 |  |
| 0-44  |  |

Table 1. Pre-Test Results

| A2 YLE Flyers Comfenalco |            |       |         |          |         |         |       |
|--------------------------|------------|-------|---------|----------|---------|---------|-------|
| #                        | Full Name  | L-R&W | Shields | Speaking | Shields | Overall | TOTAL |
| 1                        | Student 1  | 24    | 1       | 4        | 1       | 14      | 2     |
| 2                        | Student 2  | 30    | 2       | 40       | 1       | 35      | 2     |
| 3                        | Student 3  | 90    | 5       | 90       | 5       | 90      | 10    |
| 4                        | Student 4  | 91    | 5       | 100      | 5       | 94      | 10    |
| 5                        | Student 5  | 52    | 2       | 60       | 2       | 56      | 4     |
| 6                        | Student 6  | 21    | 1       | 26       | 1       | 24      | 2     |
| 7                        | Student 7  | 88    | 4       | 94       | 5       | 91      | 9     |
| 8                        | Student 8  | 77    | 3       | 78       | 3       | 78      | 6     |
| 9                        | Student 9  | 90    | 5       | 87       | 4       | 88      | 9     |
| 10                       | Student 10 | 10    | 1       | 10       | 1       | 10      | 2     |
| 11                       | Student 11 | 70    | 3       | 85       | 4       | 76      | 7     |
| 12                       | Student 12 | 48    | 2       | 12       | 1       | 30      | 3     |
| 13                       | Student 13 | 27    | 1       | 70       | 3       | 38      | 4     |
| 14                       | Student 14 | 70    | 3       | 80       | 4       | 75      | 7     |
| 15                       | Student 15 | 63    | 2       | 78       | 3       | 71      | 5     |
| 16                       | Student 16 | 94    | 5       | 87       | 4       | 91      | 9     |

|    |            |    |   |    |   |    |   |
|----|------------|----|---|----|---|----|---|
| 17 | Student 17 | 65 | 2 | 0  | 1 | 33 | 3 |
| 18 | Student 18 | 29 | 1 | 48 | 2 | 39 | 3 |
| 19 | Student 19 | 73 | 3 | 53 | 2 | 63 | 5 |
| 20 | Student 20 | 13 | 1 | 43 | 1 | 28 | 2 |
| 21 | Student 21 | 4  | 1 | 10 | 1 | 7  | 2 |
| 22 | Student 22 | 60 | 3 | 60 | 3 | 60 | 6 |
| 23 | Student 23 | 42 | 1 | 91 | 5 | 67 | 6 |
| 24 | Student 24 | 70 | 3 | 30 | 1 | 50 | 4 |
| 25 | Student 25 | 47 | 2 | 73 | 3 | 35 | 5 |
| 26 | Student 26 | 40 | 1 | 30 | 1 | 35 | 2 |
| 27 | Student 27 | 20 | 1 | 12 | 1 | 16 | 2 |

Graph 1. Flyers Results-Percentages (Pre-Test)

|                | A2 Flyers       |               |
|----------------|-----------------|---------------|
| <b>Shields</b> | <b>Students</b> | <b>%</b>      |
| 1 a 4 (Pre-A1) | 13              | <b>48,19%</b> |
| 5 a 8 (A1)     | 9               | <b>33,3%</b>  |
| 9 a 10 (A2)    | 5               | <b>18,51%</b> |
| <b>Total</b>   | <b>27</b>       | <b>100%</b>   |

As observed in Graph 1, 18,51% of the population that is equivalent to five students who took the pre-test, obtained A2 level in the YLE Flyers test, whilst the other 81,49% of the participants were placed into Pre-A1 and A1, which are the most basic levels in the Common European Framework of Reference. In addition to this, eight students, 29,6%, obtained the highest scores in the speaking skill. Four students scored five shields, whilst

the other four students scored four. Stated differently, the pre-test application ratifies that before the implementation of the workshops students did not perform well in speaking.

Table 2. Post-Test

| A2 YLE Flyers Comfenalco |            |       |         |          |         |         |       |
|--------------------------|------------|-------|---------|----------|---------|---------|-------|
| #                        | Full Name  | L-R&W | Shields | Speaking | Shields | Overall | TOTAL |
| 1                        | Student 1  | 85    | 4       | 92       | 5       | 88      | 9     |
| 2                        | Student 2  | 97    | 5       | 97       | 5       | 97      | 10    |
| 3                        | Student 3  | 74    | 3       | 92       | 5       | 83      | 8     |
| 4                        | Student 4  | 92    | 5       | 100      | 5       | 96      | 10    |
| 5                        | Student 5  | 89    | 4       | 92       | 5       | 91      | 9     |
| 6                        | Student 6  | 21    | 1       | 26       | 1       | 24      | 2     |
| 7                        | Student 7  | 88    | 4       | 94       | 5       | 91      | 9     |
| 8                        | Student 8  | 91    | 5       | 92       | 5       | 78      | 10    |
| 9                        | Student 9  | 90    | 5       | 87       | 4       | 88      | 9     |
| 10                       | Student 10 | 85    | 4       | 99       | 5       | 92      | 9     |
| 11                       | Student 11 | 95    | 5       | 95       | 5       | 95      | 10    |
| 12                       | Student 12 | 88    | 4       | 90       | 5       | 89      | 9     |
| 13                       | Student 13 | 85    | 4       | 90       | 5       | 88      | 9     |
| 14                       | Student 14 | 98    | 5       | 100      | 5       | 99      | 10    |
| 15                       | Student 15 | 63    | 2       | 78       | 3       | 71      | 5     |
| 16                       | Student 16 | 94    | 5       | 87       | 4       | 91      | 9     |
| 17                       | Student 17 | 65    | 2       | 0        | 1       | 33      | 3     |
| 18                       | Student 18 | 100   | 5       | 98       | 5       | 99      | 10    |
| 19                       | Student 19 | 90    | 5       | 94       | 5       | 92      | 10    |
| 20                       | Student 20 | 13    | 1       | 43       | 1       | 28      | 2     |
| 21                       | Student 21 | 90    | 5       | 86       | 4       | 88      | 9     |
| 22                       | Student 22 | 100   | 5       | 98       | 5       | 99      | 10    |

|    |            |     |   |     |   |     |    |
|----|------------|-----|---|-----|---|-----|----|
| 23 | Student 23 | 89  | 4 | 90  | 5 | 89  | 9  |
| 24 | Student 24 | 85  | 4 | 90  | 5 | 88  | 9  |
| 25 | Student 25 | 47  | 2 | 73  | 3 | 35  | 5  |
| 26 | Student 26 | 100 | 2 | 100 | 3 | 100 | 10 |
| 27 | Student 27 | 92  | 5 | 100 | 5 | 96  | 10 |

Graph 2. Flyers Results-Percentages (Post-Test)

|                | A2 Flyers       |              |
|----------------|-----------------|--------------|
| <b>Shields</b> | <b>Students</b> | <b>%</b>     |
| 1 a 4 (Pre-A1) | 3               | <b>11,1%</b> |
| 5 a 8 (A1)     | 3               | <b>11,1%</b> |
| 9 a 10 (A2)    | 21              | <b>77,8%</b> |
| <b>Total</b>   | <b>27</b>       | <b>100%</b>  |

After administering the post-test, it was observed that in the overall result, 21 students scored A2 in the YLE Flyers exam, which represents 59.29% of students improved their English level after the application of the six workshops based on gamification.

Additionally, these 21 participants also obtained the highest score in speaking, and 18 students obtained five shields while three obtained just four, being placed at A2 level on the speaking scale. In comparison to the pre-test, 48,2% of students improved their speaking skill after the pedagogical intervention applied in this study. This result ratifies the positive impact gamification has on students` speaking performance.

## CHAPTER V FINDINGS

This chapter aims at providing further information about the categories obtained in the data triangulation developed after the implementation of the six workshops from the pedagogical intervention, whose application was divided into three phases. The results obtained showed improvement in sixth graders' speaking skills when being exposed to gamification in the six lesson plans. In addition to this, students developed communication strategies that helped them compensate for their lack of vocabulary and enhanced their speaking proficiency in the English class. In fact, Faerch and Kasper (1983) state that communication strategies are useful techniques used when the language users find difficulties to express themselves. That is, students who participated in this study, found strategies to communicate in English even when not being fully proficient in this foreign language.

### **Students' Fluency**

The exposure to a gamified English class allowed students to be more fluent when speaking, ameliorating their oral production. In fact, a data triangulation table revealed that fluency had 23 frequencies in phase one, 30 in phase 2 and 40 in phase three, which shows that students improved this aspect of their language learning process progressively. This improvement was based on the utilization of a more structured speech when having student-teacher interaction or student-student interaction in the EFL class, conveying meaning within the game Lumina Kingdom because of the familiarity students had with the content of the game. According to Nation (2007), effective fluency is developed when learners perform at a fast speed, keeping meaning among interlocutors due to the

relatedness of the content for the participants of the communication act. Stated differently, this category obtained in the evaluation stage showed that students were able to speak English more fluently because the context presented in the game was familiar to them.

In addition, results from data triangulation revealed that students were more fluent because they spoke English more naturally, reducing their affective filter when using English orally. Risk-taking is a key factor when learning a second or a foreign language; however, this factor can be shown when language users' affective filters are low, allowing the brain process input and transforming it into output (Gonzalez, 2019). Students in this study felt motivated and less anxious when performing orally in the game, so it was easier for them to use English.

### **Students' Oral Interaction**

This category kept an average behavior in the three stages of the evaluation stage. In the first phase, oral interaction was displayed 45 times; 41 times in phase two and 42 times in phase three. These results revealed that students interacted in English frequently even though it was not progressively evidenced. One of the reasons why oral interaction was frequently presented in the application of the pedagogical intervention is due to affective factors. Celce-Murcia (2014) claims that oral interaction in an EFL environment is tied to language users' linguistic knowledge and willingness to communicate at the moment of exchanging information. That is, sixth graders interacted orally among themselves because they were self-confident and their linguistic and communicative competence was better structured.

Furthermore, oral interaction was possible in the implementation of the workshops based on gamification due to peer-assessments moments within student-student interaction. Student-centered learning takes place when learners have opportunities to judge and make decisions on their own or others' performance (Spiller, 2009). With this in mind, peer assessment fosters collaboration, discussion and reflection on students' language performance, making them ameliorate their skills (Strijbos & Sluimans, 2010). In other words, students who were the participants of this research interacted orally among themselves not only to exchange information, but to receive feedback on their performance from their classmates, aiming at improving speaking.

### **Students' Speaking Confidence**

This category was obtained from the data triangulation in the evaluation stage. In phase one, 40 occurrences were obtained from speaking confidence; 36 frequencies were displayed in phase two whereas 37 occurrences were obtained in phase three. These results showed that students felt more confident when using English in the implementation of the six workshops of the pedagogical intervention. Even though speaking anxiety is defined as "students' reluctance to use language in particular situations" (Tsiplakides, 2009 as cited in Tridinanti's, 2018. p.36), students were willing to use English in the gamified tasks since "confidence provides impetus to speakers to communicate their ideas effectively" (Kakepoto, 2012, p.71).

Also, students' speaking confidence was portrayed in this research because of the affective aspects generated from gamification. Alomari (2019) states that gamification fosters motivation, confidence and engagement in students who are involved in a learning



process. Additionally, Rincon-Flores (2018) argues that gamification challenges learning, so high quality performance can be promoted in tasks completion. Actually, gamified tasks allowed students to be interested in performing better in English speaking because they provided learners a fun context where they could use language more proficiently.

### **Oral Participation**

Oral participation emerged as a category from the data triangulation of the evaluation stage. This category displayed the second highest percentage among all of the codes obtained in the triangulation. In phase one, this code had 40 frequencies; in phase two, it obtained 48 frequencies while in phase three, this category was displayed 38 times. The results obtained from this category revealed that students participated orally more often when being exposed to the pedagogical intervention focused on gamification because they had affective and academic goals to be achieved in class. According to Bruffee (1999), oral participation has a direct connection between the learners` goals and the output produced in the language class. Students participated orally because they had the need of being acknowledged and heard by their teacher and classmates, but to improve their academic performance in the English class.

Moreover, oral participation was also promoted during the implementation of the gamified workshops because students were engaged, motivated and empowered within their foreign language learning process. Oral participation is a piece of evidence of learner`s high levels of motivation and engagement towards learning a language (Lee, 2009); this means that students make contributions to the English class orally since they are emotionally willing to communicate and express themselves. Also, oral participation

depicts students` adaptability and enjoyment of the gamified content. Liem and Martin (2012) argue that learner`s active participation is directly associated with adaptation factors such as teacher's tone of voice, teacher`s didactics, and class dynamics as well as the intrinsic and extrinsic motivation created for learning. Stated differently, gamification allowed students to be more motivated and adapted to the class dynamics, promoting their oral participation in the English class.

### **Communication Strategies**

The last code obtained from the data triangulation was communication strategies. This category had the lowest number of frequencies in the three phases of the evaluation stage, scoring 38 occurrences. Nevertheless, this category determined that students who were part of the study improved their speaking skills due to students` use of compensation strategies when lacking lexicon. According to Mali (2007), communication strategies are those techniques that make the language user create output in order to be more productive and proficient. In this study, students utilized approximation, word coinage, circumlocution and language switch as unconscious resources for effective communication during the application of the pedagogical intervention. Sixth graders defined terms they did not know, combined their mother tongue and their foreign language to communicate as well as creating words that are not part of English, but were understood and comprehended by the interlocutors.

## CHAPTER VI CONCLUSIONS, LIMITATIONS AND PEDAGOGICAL IMPLICATIONS.

Learning a foreign language in Colombia is a task that has been developed for many years, aiming to make students bilingual through the current teaching practices at schools. However, Colombian English educators deal with different obstacles that do not allow students to be proficient in English. To exemplify, students are not becoming bilingual because of traditional practices that are celebrated in the classrooms. In the twenty-first century, it is still common to see language approaches such as the Grammar Translation Method that does not foster the four language skills. Additionally, students do not find English as a means to succeed in life; this is why they do not feel motivated and engaged to foreign language classes. Furthermore, students consider English is a source of anxiety and fear, making them unable to progress in language learning due to affective factors.

Bearing this in mind, the implementation of a model based on gamification aims to foster speaking skills, strengthening linguistic, emotional, behavioral and affective aspects of the foreign language learning process. Oliviera (2017) states that gamification encompasses distinct variables that are usually found in the learning process such as learning experiences, behavioral patterns and sense of belonging. This means that game mechanics boots take different dimensions of learning into consideration.

Moreover, gamification activates students` motivational Core Drives in educational processes. Chou (2016) divides gamification into eight motivational core drives that aim to foster behavior as well. Based on this information, this project reveals very significant pedagogical implications in the articulation of a gamified model to foster speaking skills in the English Language. In fact, the conclusions obtained from the findings are the following:

The implementation of Gamification in the English as a foreign language classroom promotes oral effective communication among language users, allowing them to express themselves freely due to high levels of motivation students through the implementation of game mechanics such as leaderboards, badges and rewards. These motivational boosters help students communicate themselves without any linguistic restriction due to the lowering of speaking anxiety even if accuracy is not evident in their speech.

Gamification also promotes English fluency since this approach fosters the use of communication strategies, helping students satisfy their need for game, reward and language accomplishments. That is, gamification guides students to complete the challenges the game proposes effectively, creating a sense of success. In addition, reaching these goals also allow students to fight for rewards that may improve their performance, leading them to reach language and learning objectives. The accomplishment of these three aims is what creates the need of communication among language users, giving them the chance to use strategies to exchange information and meaning effectively.

In relation to oral production, gamification consolidates oral interaction and participation among English as foreign language speakers. Game mechanics promotes the accomplishment of individuals and group tasks in which all of the members play an important role to complete it; for this reason, gamified activities make language learners use English as the main vehicle of communication when completing group tasks or missions through collaborative learning. Also, completing group tasks in gamification fosters peer-feedback when it comes to language production since learners are focused on finishing the gamified activities adequately to get the rewards and boosters they need for ameliorating their game progress.

Another conclusion drawn from this study is that gamification does not have a direct impact on structural components of the foreign language learning process. Gamification fosters fluency and effective communication in the classroom; nevertheless, accuracy is not developed through this approach. Communication in gamification is led to the use of the language in different scenarios, whose main objective is to complete a task through English, even if grammar and lexicon are properly utilized in users` speech.

Finally, the implementation of gamification in the English classroom has a direct relationship between language production and language user's identity. Gamification has a psychological appeal on the gamers` identity by encompassing their own goals and desires as an active character of the game. This sense of identity and self-development helps learners to use language for satisfying their own objectives.

The limitations of the study were based on a world pandemic for Covid-19 that made this research be developed in face to face and virtual classes. This means that the gamification dynamics had to be adapted to the context students were facing. Besides, another limitation was internet connections some of the participants had for the virtual implementation of the workshops impeding a continuous process in some of the classes.

This study recommends implementing Gamification in English classes that can be developed in face to face classes to see the approach`s effectiveness in non-virtual environments. Also, it is recommended to analyze the impact gamification may have on language accuracy.

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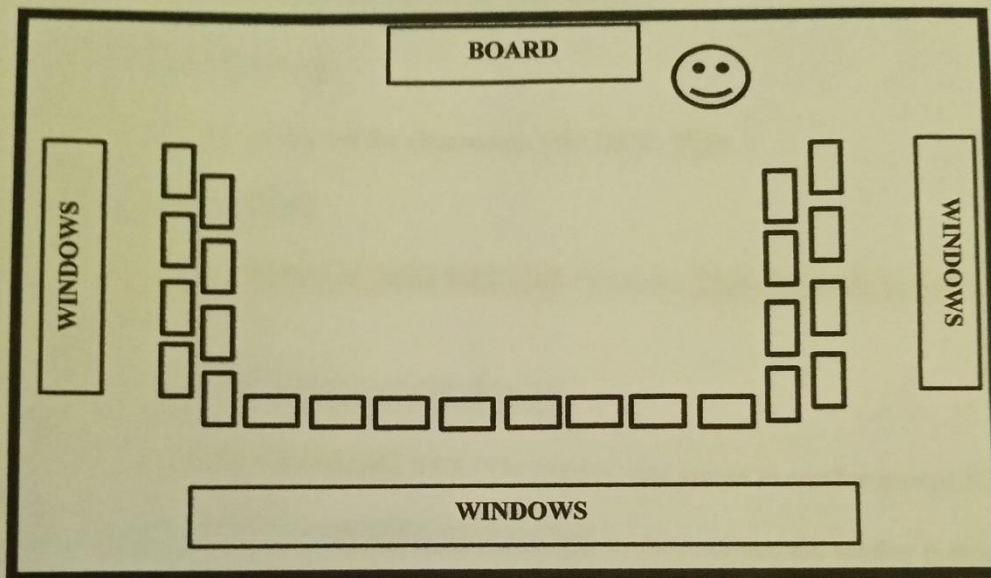
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## Appendices

### TRANSCRIPT CLASSROOM DISTRIBUTION



#### CONVENTIONS

**T:** Teacher

**S:** Student

**T2:** Another teacher getting into the classroom

**XXX:** Inaudible

**/:** Short pause

**///:** Long pause

**():** Description of the situation

T: Guys, please, where is your group?

T: Get together, get together please!

T: Alayon, you, yes you! / Ven Alayon /// (Children talking in Spanish) / (The teacher stands up and approaches to one group of students) ///

T: Which is the first? (Students show their puppet)

T2: Good morning!

T: XXX (Main teacher talking to a second teacher)/ We are not going to xxx/ Hey, we are working/ Remember guys

S: Teacher xxx(student asks for explanation in Spanish)xxx.

S: Podemos hacernos afuera?

T: No, here (Teacher points out the classroom). Ok! XXX. You?

S: XXX (It was in Spanish)

T: Where are they? In the house, in the XXX and? / Hurtado, please if you are in your group XXX so/

S: XXX (Students asks for explanation in Spanish)

T: XXX/// so you are going to make XXX (The teacher approaches to another group) XXX

S: Migue, mire que el titere parece que tuviera brazos (In that moment the teacher is doing something on his desk)

S: ¡Hay que hacerlo!!! (Students speak in Spanish without starting the activity)

T: XXX (He talks to another group) ///

T: (He is writing on the board)/ because you have three hours XXX (The teacher is talking to another group)///

S: Es que yo quiero que todos XXX

T: Think (He says and writes the word on the board)

S: Sad!

T: Tell me?/ What?

S: XXX (She was speaking Spanish)

T: How do you say "volver"/ back, good! Back, very good! /(The teacher talks to another student). Taliana you are what? / Alone/ Alone, sure?/ Mates, so

S: Los Backyardigans

T: Backyardigans/ but I want you to tell me what you are going to say. So, what is the first part?

S: XXX

T: so who is going to be the first person to talk/ you? (He points out a student)

S: (He moves his head saying yes)

T: so what is the story about?

S: El circo teacher

T: The circus?/ The circus (The teacher writes on the student's notebook)

S: Nah! Este es el mio!

T: So who has the first part?

S: Eh, la primer parte es que nosotros, es que son ellos (he points out two classmates) XXX los dos.

T: Wait a second / Who is the narrator?

S: No, primero va Bedoya.

T: Ok, we start by saying (The teacher is writing on students's notebook what they have to say) Long ago / Long ago what? / Hace mucho tiempo, long ago XXX /

S: XXX (He talks to the teacher in Spanish)

T: Ok, so who is the first person

S: Primero el presenta, después estos dos.

T: Ok, Miguel

S: Después nosotros hacemos de payaso.

S No, espere XXX

T: So you start XXX / Ok hello everybody (The teacher writes what students have to say)

S: Lo que hicimos Luis Angel y yo.

T: so you start first/ Hello everybody (The teacher tries to elicit student's participation) We are going to see.

S: Actors

T: Ok, You are going to see (A student shows the teacher her notebook)/ Este es el plural de historias, stories. (The teacher writes the answer on the student's notebook)

S: Eso es lo que necesitamos (It was said by one students from the previous group)

T: Ok you are going to see

S: Teacher, no es mejor present?

T: Ok, we are going to present, better. We are going to present

S: The circus and the actors

S: Teacher, how do you say payaso?

T: You know how to say payaso.

S: Clown!

S: Profe como se dice acrobacias?

T: Acrobacias, let me check because I don't know (The teacher checks his cell phone to give students the word in English)



Statement of Results

Reference No.  
19ACO0170019  
To be quoted on all  
correspondence

Candidate name  
JUAN ANDRES ALAYON GARCIA

Place of entry  
Bogota

Qualification  
**YLE Flyers**

**Number of Shields**

|   |                     |           |
|---|---------------------|-----------|
| 5 |                     |           |
| 4 | Reading and Writing | Listening |
| 3 |                     |           |
| 2 |                     | Speaking  |
| 1 |                     |           |

Starters, Movers and Flyers exams are designed to help children achieve internationally recognised standards of English. The three exams are aligned to the Council of Europe's Common European Framework of Reference (CEFR) at Levels Pre A1, A1 and A2.

Results for the exams are mapped to the Cambridge English Scale. The Cambridge English Scale is designed to complement the CEFR.

There is no pass or fail in Starters, Movers and Flyers. All children receive a certificate which shows how many shields they receive in each skill (speaking, reading & writing and listening). The maximum score is five shields.

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Statement of Results

Session  
04 October 2019

Reference No.  
19ACO0170025  
To be quoted on all  
correspondence

Candidate name  
TOMAS CARMONA MERA

Place of entry  
Bogota

Qualification  
**YLE Flyers**

**Number of Shields**

|   |                     |          |
|---|---------------------|----------|
| 5 |                     |          |
| 4 |                     |          |
| 3 |                     |          |
| 2 | Listening           |          |
| 1 | Reading and Writing | Speaking |

Starters, Movers and Flyers exams are designed to help children achieve internationally recognised standards of English. The three exams are aligned to the Council of Europe's Common European Framework of Reference (CEFR) at Levels Pre A1, A1 and A2.

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Statement of Results

|   |  |
|---|--|
| Reference No.<br>19ACO0170033<br>To be quoted on all correspondence | Candidate name<br>JERONIMO GOMEZ ARIAS |
|   | Place of entry<br>Bogota               |

Qualification  
**YLE Flyers**

Number of Shields

|   |                     |
|---|---------------------|
| 5 | Reading and Writing |
| 4 |                     |
| 3 |                     |
| 2 | Listening           |
| 1 | Speaking            |

Starters, Movers and Flyers exams are designed to help children achieve internationally recognised standards of English. The three exams are aligned to the Council of Europe's Common European Framework of Reference (CEFR) at Levels Pre A1, A1 and A2.

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MASTER'S IN ENGLISH DIDACTICS  
SURVEY

MAESTRÍA EN DIDÁCTICA DEL INGLÉS  
ENCUESTA ESTUDIANTES GRADO QUINTO

Amores, actualmente me encuentro haciendo una Maestría en Didáctica del Inglés como parte de mi proceso formativo para instruirlos de la mejor manera como Coordinador de Inglés. Les pido el favor me ayuden a contestar la siguiente encuesta sobre su clase inglés en grado quinto de la manera más honesta y sincera posible. **NO ESCRIBAN SU NOMBRE.**

¡Gracias por su ayuda!

1. ¿Cuántas horas de inglés ve usted a la semana?
  - a. Entre 1 y 2 horas a la semana
  - b. Entre 3 y 5 horas a la semana
  - c. Entre 6 y 10 horas a la semana
  - d. Más de 10 horas a la semana
  
2. El "teacher" \_\_\_\_\_ habla en inglés durante la clase.
  - a. Siempre
  - b. Algunas Veces
  - c. Casi Nunca
  - d. Nunca
  
3. Usted \_\_\_\_\_ usa el inglés en clase.
  - a. Siempre
  - b. Algunas Veces
  - c. Casi Nunca
  - d. Nunca
  
4. ¿En qué habilidad del inglés considera usted que es el mejor?
  - a. Habla (Speaking)
  - b. Escucha (Listening)
  - c. Lectura (Reading)
  - d. Escritura (Writing)

MASTER'S IN ENGLISH DIDACTICS  
SURVEY

5. ¿En qué habilidad del inglés considera usted que tiene más dificultades?

- a. Habla (Speaking)
- b. Escucha (Listening)
- c. Lectura (Reading)
- d. Escritura (Writing)

6. ¿Cuál de las siguientes actividades usa el "teacher" para enseñar habla (Speaking)?

Puedes escoger más de 1 opción.

- a. Diálogos
- b. Presentaciones
- c. Debates
- d. Juegos
- e. Obras de Teatro
- f. Juegos de roles
- g. Otro: \_\_\_\_\_

7. ¿Cuál de las siguientes actividades usa el "teacher" para enseñar escucha (Listening)?

Puedes escoger más de 1 opción.

- a. Escuchar Audios/ Grabaciones
- b. Ver Videos
- c. Ver Películas
- d. Escuchar Canciones
- e. Escuchar Audiolibros
- f. Otro: \_\_\_\_\_

8. ¿Cuál de las siguientes actividades usa el "teacher" para enseñar lectura (Reading)?

Puedes escoger más de 1 opción.

- a. Hacer talleres de Comprensión de Lectura

MASTER'S IN ENGLISH DIDACTICS  
SURVEY

- b. Leer Libros
- Hacer Obras de Teatro después de leer
- d. Leer Comics
- e. Juegos de Lectura
- f. Otro: \_\_\_\_\_

9. ¿Cuál de las siguientes actividades usa el "teacher" para enseñar escritura (Writing)?

Puedes escoger más de 1 opción.

- a. Escribir poemas
- Escribir oraciones en el cuaderno
- c. Escribir párrafos
- Hacer carteleras
- e. Escribir historias
- f. Otro: \_\_\_\_\_

10. ¿A usted le gusta la clase de inglés?

- a. Sí
  - No
  - ¿Por qué?  
Es muy aburrida
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

11. ¿Qué siente usted cuando usa el inglés en clase?

- a. Felicidad
- b. Entusiasmo
- Miedo
- d. Ansiedad
- e. Otra: \_\_\_\_\_

MASTER'S IN ENGLISH DIDACTICS  
SURVEY

12. ¿Qué tan motivado está usted en la clase de inglés?
- a. Extremadamente motivado
  - b. Motivado
  - c. Poco motivado
  - d. Nada motivado

13. ¿Qué considera usted que debe mejorar el "teacher" en las clases de inglés?

que haga juegos, que nos saque

---

---

---

L LAURA SARAY RODRIGUEZ CASTILLO está presentando

¿Estás hablando? El micrófono está desactivado. Haz clic en él para activarlo.

LAURA SARAY RODRIGUEZ CASTILLO  
MARIANA BEJARANO

INGLES @ ^

LAURA SARAY RODRIGUEZ CASTILLO está presentando

## WORKSHOP

### MISSION 1: Select your Hero!

Your journey is about to start. Zelda knows you need powers to go to Lumina. She has three masks that contain souls from ancient Lumina Warriors. Zelda can only give you one. Please color the spirits

| DEKU   | ZORA   | GORONS  |
|--|--|---|
| <p>The <b>Deku</b> are wooden plant-like. <b>Deku</b> are small creatures with leaves sprouting out from their heads. They often have red eyes and tube-like mouths. Their bodies consist of wood and leaves. They can fly by using large leaves to glide, and some can use the leaves on their head to fly indefinitely after taking off from a <b>Deku Flower</b>.</p> | <p>The Zora are a race of aquatic humanoids. Zoras are mostly seen gracefully swimming and practicing sports. Zoras also enjoy music. Most Zoras do not wear clothing, and they are generally covered in gray scales, and light blue body sheen from a distance. Zoras head look like a fish. They don't have ears, but do have pronounced noses and gills on their abdomen.</p> | <p>Gorons are large giants with long muscular arms, stout legs, hulking shoulders and necks, and rotund bellies. Their skin is generally brown in color and their hair is typically white. Gorons lack external hearing organs; Goron ears are instead holes on the sides of their heads. Most of Gorons can grow as large as a mountain. Gorons are exceptionally resistant to heat and can walk through shallow <u>lava</u></p> |



## MISSION 2: Getting the Ocarina of Time

One important object you need for your journey is **THE OCARINA OF TIME**. Majora broke it into pieces and it is all over **Lumina**. Take the map, go to those places, get the Ocarina pieces and go to **Clock Town**.



What is the best route you can take with your horse Epona?



- a. Start at **Great Bay**- go up to **Snowhead**-Visit the **Goron Shrine**-  
Go down to **Stone Towers**-Go to **Ikana Valley** and then to **Clock  
Town**
- b. Start at **Great Bay**- go up to **Snowhead**-Visit the **Goron Shrine**-  
Go down to **Stone Towers**-Go to **Ikana Valley** – Visit **Deku Palace**  
and then go to **Clock Town**
- c. Start at **Great Bay**- go up to **Goron Shrine** -Visit the **Snowhead**  
- Go down to **Stone Towers**-Go to **Ikana Valley** – Visit **Deku  
Palace** and then go to **Clock Town**
- d. Start at **Great Bay**- go up to **Goron Shrine** -Visit the **Snowhead**  
- Go down to **Ikana Valley** -Go to **Stone Towers** – Visit **Deku  
Palace** and then go to **Clock Town**

### Mission 3: Exploring The Goron Shrine

You have gotten most of the Ocarina pieces. Now you are at the Goron Shrine. Call the Oracle to tell you where to go in the Shrine. Organize the Oracles premissions in order, so you don't get lost inside.

There are four switches in this room. Go inside and move Majora's stone to activate the switches.

Put on the Goron Mask and summon The Goron's statue to walk on fire.

Stand in the light and face towards the left mirror on the central pillar so you can open the gate

Your Goron Powers are not working. As link go on the Deku flower and fly to the next gate

Use your light arrows to shoot the red emblem. After destroying, you will be outside the Shrine

Get out of the Shrine cross the bridge and then you will see the entrance to Stone Towers



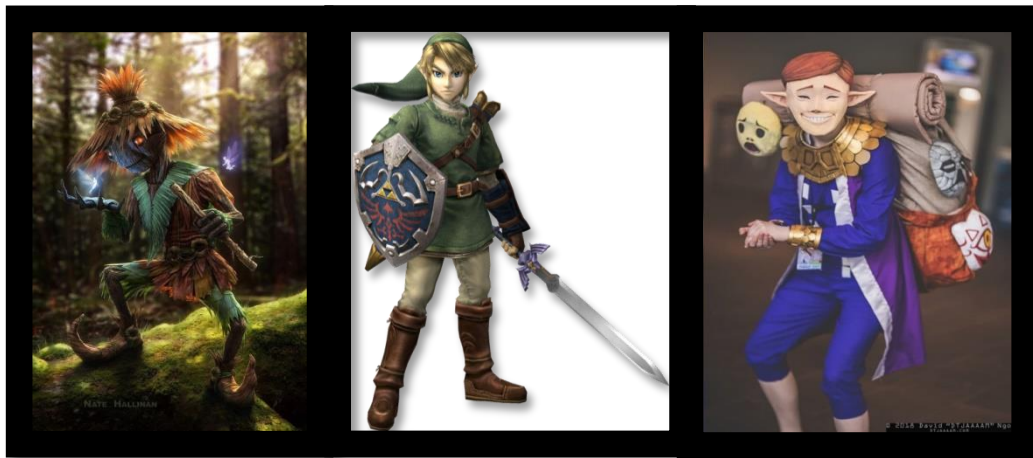


## BOSS BATTLE

**MISSION 1: TERMINA is being attacked! XP: 4000 – COINS: 10.000**



Lumina Kingdom is being attacked. Three new people have been seen at Lumina before the attack started. Go to the village and collect information about these three people (Name, physical description and their powers) and give your guild's paladin this information.



WANTED

WANTED

WANTED

### MISSION 2: Visiting the Oracle

XP: 5.000 COINS: 12.000



Visit Lumina's Oracle at the Caves of the Forgotten. He saw who was destroying Termina. Go and tell your Paladin who the troublemaker is.

<https://www.youtube.com/watch?v=vbMQfaG6lo8>

**MISSION 3: Fighting Skull Kid**

**XP: 50.000 - COINS: 100.000**

The King wants to stop Lumina`s destruction. He is asking his warriors to catch Skull Kid. They have to ambush Skull Kid. The warrior, who can catch Skull Kid, will become the Captain of Lumina`s Army.





**UNIVERSITY OF CALDAS  
MASTER'S IN ENGLISH DIDACTICS  
WORKSHOP # 1**

|  |  |                                     |                                 |
|--|--|-------------------------------------|---------------------------------|
| <b>TEACHER: JAIRO ALBERTO MONTOYA<br/>BARACALDO</b>  |  | <b>LEVEL: A1- A2</b>                |                                 |
| <b>COURSE: 6TH GRADE</b>   |  | <b>LESSON DURATION: 2<br/>HOURS</b> |                                 |
| <b>NUMBER OF PARTICIPANTS: 30</b>  |  | <b>AGE: 10 -11 YEARS OLD</b>        |                                 |
| <b>SCHOOL: COMFENALCO SCHOOL- ARMENIA<br/>QUINDIO</b>  |  | <b>DATE: JANUARY 29TH, 2020</b>     |                                 |
| <b>TOPIC: DESCRIBING THE MEMBERS OF MY GUILD</b>   |  |                                     |                                 |
| <b>LESSON OBJECTIVE</b>  |  |                                     |                                 |
| <b>General Objective</b>   |  |                                     |                                 |
| By the end of the lesson, students will be able to create their own guild and describe the World of Lumina   |  |                                     |                                 |
| <b>Specific Objectives</b>   |  |                                     |                                 |
| <ul style="list-style-type: none"> <li>• To paraphrase information related to simple descriptions               <ul style="list-style-type: none"> <li>• To tell stories based on the game characters</li> </ul> </li> </ul> |  |                                     |                                 |
| <b>GAMIFIED WORDS</b>  |  |                                     |                                 |
| <b>Prologue:</b> Narrative of the Game- Presentation   |  |                                     |                                 |
| <b>The Beginning:</b> Warm Up  |  |                                     |                                 |
| <b>Missions:</b> Main Activities- Practice   |  |                                     |                                 |
| <b>Raid Battle/ Boss Battle:</b> Production Stage  |  |                                     |                                 |
| <b>Epilogue:</b> Narrative of the Game- Wrap up  |  |                                     |                                 |
| <b>Lumina Kingdom:</b> The Classroom   |  |                                     |                                 |
| <b>Game Master:</b> The teacher  |  |                                     |                                 |
| <b>Pawns of Destiny:</b> Students  |  |                                     |                                 |
| <b>PvP:</b> Player vs Player. It will be used when students from different groups or guilds have to complete a task together   |  |                                     |                                 |
| <b>Guilds:</b> Groups of students  |  |                                     |                                 |
| <b>Scrolls:</b> Written Texts  |  |                                     |                                 |
| <b>Lake of the Forgotten:</b> English Lab  |  |                                     |                                 |
| <b>STAGE /<br/>TIME</b>  | <b>DESCRIPTION</b>                         | <b>MISSION<br/>OBJECTIVE</b>        | <b>INTERACTIO<br/>N PATTERN</b> |
|  | The Game Master tells the Pawns of Destiny |                                     |                                 |

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| <p><b>PROLOGUE – EPISODE I: LUMINA’S SAVIOR</b></p> <p>(Narrative of the Game-Presentation)</p> <p>10 MIN</p> | <p>from Lumina Kingdom that he is about to reincarnate into a new spiritual life. That is why Lumina’s crown will be given to the best guild while Lumina’s Magic will be given to the best warrior of each guild. The Game Master is looking for his heir. The Pawns of Destiny will start a new journey to become Lumina’s new King or Queen. For this reason, the Pawns of destiny must choose the avatar they want to be (Tank, Healer, Warrior, Magician, Crafter)</p> | <ul style="list-style-type: none"> <li>• To contextualize students with the story of the Episode I.</li> <li>• To introduce students the gamified vocabulary.</li> </ul> | <p>Teacher-Students</p>  |
| <p><b>THE BEGINNING</b></p> <p>(Warm Up)</p> <p>20 MIN</p>  | <p>The Game Master tells the Pawns of Destiny that to complete their missions they have to get into guilds reminding them that a good team has good warriors. Each pawn must describe orally they avatar they choose (Their name, Luminian village they come from, the type of pawn they are as well as the powers and abilities they have). After that, the Pawns have to get into six different guilds taking into account their description.</p>                         | <ul style="list-style-type: none"> <li>• To activate students’ schemata</li> <li>• To have students familiarized with the vocabulary used for descriptions</li> </ul>    | <p>Students-Students</p> |
|   | <p><b>Schedule Mission: Exploring Lumina</b></p> <p>The Game Master tells the guilds that they have to explore Lumina Kingdom, select an area from the Kingdom and build their headquarters. To do so, the Game Master gives each guild a sacred scroll that contains myths from a Luminian Area. This scroll read by the pawns. After the pawns read the scrolls,</p>  | <ul style="list-style-type: none"> <li>• To promote student</li> </ul>   |                          |

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| <p><b>MAIN MISSIONS</b><br/>(Main Activities-Practice)<br/><br/>40 MIN</p>      | <p>they must have a PvP battle with the members of the other guilds in order to collect the rest of the scrolls. In this PvP battle, the Pawns of destiny must depict orally what their scroll says. After having the information of the six scrolls, the guilds need to get together to share the information taken from the scrolls and make a decision about what Luminian Area they want to choose to build their headquarters.</p> <p><b>Rewards :</b> 2000 XP – 3000 Luminian Coins</p> <p><b>Field Mission: Building the Headquarters</b></p> <p>Each guild is ready to build the headquarters. The Game Master shows each guild`s Crafter different materials they can buy to build the headquarters. After they buy the materials, each guild must draw their headquarters and then describe it to the Game Master and the other guilds. After this description, the Game Master chooses a Pawn of destiny to paraphrase the information provided by each guild orally.</p> <p><b>Rewards:</b> 1000 XP- 1500 Luminian Coins</p> | <p>s` oral product ion.</p> <ul style="list-style-type: none"> <li>• To promote student s` interact ion.</li> </ul>                        | <p>Students - Students</p>                       |
| <p><b>RAID BATTLE</b><br/>(Production Stage/ Testing Stage)<br/><br/>40 MIN</p> | <p><b>Boss Battle: Fighting Juggernaut</b></p> <p>The Game Master tells the Pawns of Destiny that he needs to see how much they have progressed. That is why they have to battle the Game Master`s best warrior Juggernaut. To defeat Juggernaut, the pawns need to know his strengths and weaknesses; for that reason, the pawns must go to the Lake of the Forgotten and listen to <i>The Story of Juggernaut</i>. After they listen to the story, the pawns must get into the guilds and plan an attack to defeat Juggernaut taking into consideration the information provided in the story. After the plan is designed, the pawns of destiny must describe it orally.</p> <p><b>Rewards:</b> 5000 XP- 10.000 Luminian Coins</p>   | <ul style="list-style-type: none"> <li>• To promote student s` oral product ion.</li> <li>• To promote student s` interact ion.</li> </ul> | <p>Teacher-Students</p> <p>Students-Students</p> |
| <p><b>EPILOGUE EPISODE I</b></p>  | <p>The Game Master chooses one of the guilds to tell a story orally closing Episode #1. The</p>  | <ul style="list-style-type: none"> <li>• To</li> </ul>   |  |

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| (Narrative of the Game-Wrap up)<br><br>10 MIN   | guild that is in charge of telling the story needs to include elements related to all the missions completed during the Episode. | foster student's oral and narrative skills. | Students – Students |
| <b>Assessment:</b> Speaking Rubric (See Attachment), Individual Leaderboard and Guild Leaderboard |  |   |                     |
| <b>Materials:</b> Video beam, Paper, Pencils, Color Pencils, Speakers, Computer                   |  |   |                     |

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| <b>University of Caldas</b><br><b>Master`s in English Didactics</b><br><b>Speaking Rubric -Workshop #1</b>   |   |   |  |   |
| <b>Level: A2</b>   |   | <b>Grade: 6th Grade</b>   |  |   |
| <b>Descriptors:</b>  |   |   |  |   |
| <ol style="list-style-type: none"> <li>1. Can give a simple description or presentation of people, living or working conditions, daily routine as a short series of simple phrases and sentences.</li> <li>2. Can tell a story or describe something in a simple list of points.</li> <li>3. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.</li> <li>4. Can give short, basic descriptions of events and activities</li> </ol> |   |   |  |   |
| <b>C<br/>r<br/>i<br/>t<br/>e<br/>r<br/>i<br/>a</b>   | <b>Excellent</b>  | <b>Good</b>   | <b>Fair</b>  | <b>Poor</b>   |
| <b>F<br/>l<br/>u<br/>e<br/>n<br/>c<br/>y</b>   | Gives a simple description or presentation of people, living or working conditions, daily routines with fluid speech; few to no hesitations and few attempts to look for words. | Gives a simple description or presentation of people, living or working conditions, daily routines with a relatively fluid speech; some hesitation and unevenness caused by rephrasing and searching for words. | Has a frequently hesitant speech and some sentences left uncompleted when giving a simple description or presentation of people, living or working conditions, daily routines. | Has slow, hesitant speech as well as strained except for short memorized phrases; difficulty to perceive continuity in speech when giving a simple description or presentation of people, living or working conditions, daily routines. |
|  | Tells a story or describe something in a simple list of   | Tells a story or describe something in a simple list of points with a   | Has a frequently hesitant speech and some sentences left   | Has slow, hesitant speech as well as strained except for short memorized  |



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|  | points with fluid speech; few to no hesitations and few attempts to look for words.   | relatively fluid speech; some hesitation and unevenness caused by rephrasing and searching for words.   | uncompleted when telling a story or describing something in a simple list of points.  | phrases; difficulty to perceive continuity in speech when telling a story or describe something in a simple list of points.   |
|  | Describes everyday aspects of his/her environment e.g. people, places, a job or study experience with fluid speech; few to no hesitations and few attempts to look for words.   | Describes everyday aspects of his/her environment e.g. people, places, a job or study experience with a relatively fluid speech; some hesitation and unevenness caused by rephrasing and searching for words. | Has a frequently hesitant speech and some sentences left uncompleted when describing everyday aspects of his/her environment e.g. people, places, a job or study experience.                    | Has slow, hesitant speech as well as strained except for short memorized phrases; difficulty to perceive continuity in speech when describing everyday aspects of his/her environment e.g. people, places, a job or study experience. |
|  | Can give short, basic descriptions of events and activities with fluid speech; few to no hesitations and few attempts to look for words.  | Can give short, basic descriptions of events and activities with a relatively fluid speech; some hesitation and unevenness caused by rephrasing and searching for words.                                      | Has a frequently hesitant speech and some sentences left uncompleted when giving short, basic descriptions of events and activities.  | Has slow, hesitant speech as well as strained except for short memorized phrases; difficulty to perceive continuity in speech when giving short, basic descriptions of events and activities.   |
| <b>I<br/>n<br/>t<br/>e<br/>r<br/>a<br/>c<br/>t<br/>i<br/>o<br/>n</b> | Gives a simple description or presentation of people, living or working conditions, daily routines maintaining simple exchanges and with very little or no prompting or support | Gives a simple description or presentation of people, living or working conditions, daily routines maintaining simple exchanges despite difficulties and with very little prompting and support               | Has some difficulties maintaining exchanges and requires simple prompting and support when giving a simple description or presentation of people, living or working conditions, daily routines. | Has considerable difficulty maintaining simple exchanges and requires additional prompting and support when giving a simple description or presentation of people, living or working conditions, daily routines.                      |
|  | Tells a story or describe something in a simple list of points maintaining simple exchanges and with very little or no prompting or support                                     | Tells a story or describe something in a simple list of points maintaining simple exchanges despite difficulties and with very little prompting and support   | Has some difficulties maintaining exchanges and requires simple prompting and support when telling a story or describing something in a simple list of points.                                  | Has considerable difficulty maintaining simple exchanges and requires additional prompting and support when telling a story or describe something in a simple list of points.   |
|  | Describe everyday aspects of his/her environment e.g. people, places, a job or study experience maintaining simple exchanges and with very little or no prompting or support    | Describe everyday aspects of his/her environment e.g. people, places, a job or study experience maintaining simple exchanges despite difficulties and with very little prompting and support                  | Has some difficulties maintaining exchanges and requires simple prompting and support when describing everyday aspects of his/her environment e.g. people, places, a job or study experience.   | Has considerable difficulty maintaining simple exchanges and requires additional prompting and support when describing everyday aspects of his/her environment e.g. people, places, a job or study experience.                        |

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| Gives short, basic descriptions of events and activities maintaining simple exchanges and with very little or no prompting or support | Can give short, basic descriptions of events and activities maintaining simple exchanges despite difficulties and with very little prompting and support | Has some difficulties maintaining exchanges and requires simple prompting and support when giving short, basic descriptions of events and activities. | Has considerable difficulty maintaining simple exchanges and requires additional prompting and support when giving short, basic descriptions of events and activities. |
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